

Tracking Log

Manual

Created by:



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Annual Reporting

The Accountability Framework outlines five program objectives, each linked to immediate, intermediate, and long-term outcomes (pg. 12 of the Accountability Framework). By collecting and reporting on the Key Performance Measures (KPMs), local FCSS programs help the Government of Alberta and key stakeholders understand if the program is addressing priorities and meeting program objectives. They also help to show how the work of local FCSS programs in the community fits into the provincial FCSS Grant Program as a whole.




Some KPMs are based on counts, some on surveys, and others on outputs. The tables below summarize the KPMs that local FCSS programs measure and report.

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

(Note that number of referral services is only applicable to those local programs that provide referral services)

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

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

Reporting Structure

Reporting is organized into approximately five distinct sections.

The table below offers a quick reference guide for specific reporting metrics or elements for each of the services activities (described in more detail in this guide).

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

Reporting Component	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* <small>*Referral Interactions Only</small>	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

Refer to the FCSS Accountability Framework Reporting Training Package 2025 for more details.

FCSS Tracking Log

The Tracking Log has been created to help you to keep track of Key Performance Measures and other annual reporting data. The Tracking Log is intended to make it easier for you to track and report information. The fields in the Tracking Log align with the majority of what is required for annual reporting. It can be used throughout the year to keep a record of programming, or it can be used when completing annual reporting.

This guide is intended for:

- FCSS Directors and staff to document FCSS activities throughout the year and/or make the annual reporting process smoother.
- Organizations or partners who indirectly deliver FCSS programs, for documenting FCSS-funded activities throughout the year or when providing information to a local FCSS program for annual reporting purposes.

Using this Tracking Log is completely optional. This tool is intended to make it easier for FCSS Programs to track and report information, but we recognize that programs have unique needs and contexts. You may have another system in place that you are free to continue using. You may also choose to use only some parts of this Tracking Log, or add your own columns, tabs, etc. to make it more useful for your own needs.

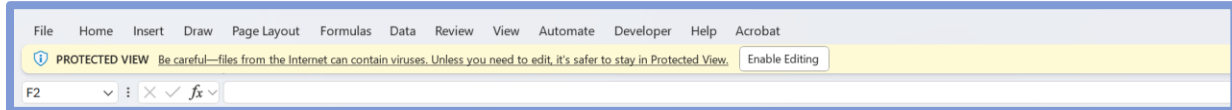
This Tracking Log is not a complete guide to reporting requirements. Please use it alongside your other FCSS training materials and resources for definitions, examples, and detailed instructions.

The Tracking Log has been pilot-tested with some FCSS Directors, and their suggestions have been incorporated.

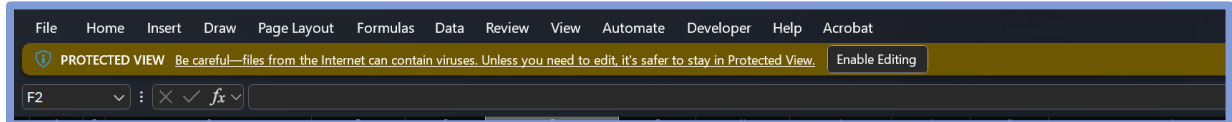
This manual and the accompanying training videos use examples; however, please defer to training videos and material available on the FCSSAA website for further clarity.

Tracking Log Orientation

- When you first open the Tracking Log file, you may need to switch from 'Protected mode' to 'Editing mode.' Look for a yellow ribbon along the top of the spreadsheet (see screenshots below) and click "Enable editing."



(in light mode)



(in dark mode)

- There are colourful tabs along the bottom to help you navigate the different sections of the Tracking Log. This colour-coding matches the colours from your training package, for consistency.



- **Overview** – for general program information like budget, partnerships, and volunteers
 - **Programs** – for tracking each program you run
 - **Community Events** – for keeping track of any events that were held
 - **Information & Referrals** – for services that provide information or connect people to resources
 - **Community Development & Capacity Building** – for activities that strengthen your community or organization
 - **Survey Data** – for entering results from surveys you conducted, using questions from the Question Catalogue
 - **Custom Survey** – for any survey questions that are not from the Question Catalogue
 - **Impact Narratives** – for sharing stories about the impact of your work
 - **Direct Assistance** – only for programs approved to provide direct assistance
- If you are not planning to use one or several of these tabs, you can **hide it from view** by right-clicking on the tab and clicking "Hide." To unhide a tab, right-click anywhere along the tab bar and click "Unhide," then select the tab you want to unhide and hit "OK."
 - When recording an activity in the Programs, Community Events, Information & Referrals, or Community Development & Capacity Building tabs, use a **new row** for each activity (or each set of similar activities with the same prevention priority and prevention strategies, if you choose to group some activities together). To start a new row, just start typing/make a selection in the next empty row. The table will automatically adjust and carry down any automatic formulas/formatting.
 - If at any point you need help understanding what information a field or column is asking for, look for details in this manual, the **How To Use** tab, or the how-to videos for explanations of each field.

- Throughout the Tracking Log, there are fields with **drop-downs**, indicated by small arrows on the right side of a cell. When you see a drop-down, it means there are pre-established options to choose from. This ensures consistency in reporting.
 - Some drop-downs must be completed in a certain order. **If a drop-down does not seem to be working**, please ensure that you have completed all of the necessary columns to the left of it.
- Some columns have a grey background with blue text. This indicates that you do not need to enter anything into that column.
 - Some of these have formulas that calculate something for you, while others might not be applicable, based on your other answers in the row.
- Some columns have built-in '**error checkers**'. Cells with red borders and/or red text alert you that there is an error or mismatch somewhere in the row. This may happen if you go backwards and change your answer in an earlier column. Double-check and fix your entries to resolve the error.

Overview Tab

The Overview tab allows you to record general formation about your local FCSS Program.

Municipality or Metis Settlement:	
Total budget:	
Has a needs assessment been conducted?	
If yes, in which year was it conducted?	
<small>A process used to identify the strengths, gaps, and priorities within a community. It may include: surveys or interviews with residents; focus groups or community consultations; data analysis from local sources; engagement with community partners. The goal is to gather meaningful input that can guide program development and ensure services are responsive to community needs.</small>	
Total number of community partnerships	
<small>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.</small>	
Total number of volunteers	
<small>Total count of volunteers across FCSS activities</small>	
Total number of volunteer hours	

How to Fill Out the Overview Tab

1. Enter Municipality or Metis Settlement

- Type the name of your municipality or Metis Settlement in the first box.

2. Enter Total Budget

- Type the total budget for your local FCSS program.

3. Indicate if a Needs Assessment Has Been Conducted

- Use the drop-down to select **Yes** or **No**. (See the definition of a *Needs Assessment* under [Relevant Definitions](#) below.)

4. Enter Year of Needs Assessment (if applicable)

- If you selected **Yes** above, type the year the needs assessment was conducted.
- If you selected **No**, this box will be greyed out (see below) and doesn't need to be filled.

Has a needs assessment been conducted?	Yes	Has a needs assessment been conducted?	No
If yes, in which year was it conducted?		If yes, in which year was it conducted?	

5. Enter Total Number of Community Partnerships

- Type the total count of community partnerships. (See the definition of *Community Partnership* under [Relevant Definitions](#) below.)

6. Enter Total Number of Volunteers

- Type the total count of volunteers. (See the definition of *Volunteer* under [Relevant Definitions](#) below.)

7. Enter Total Number of Volunteer Hours

- Type the total count of volunteer hours.

Relevant Definitions

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.

Needs Assessment. A process used to identify the strengths, gaps, and priorities within a community. It may include:

- surveys or interviews with residents;
- focus groups or community consultations;
- data analysis from local sources;
- engagement with community partners.

The goal is to gather meaningful input that can guide program development and ensure services are responsive to community needs.

Community Partnership. A community partnership is 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)

Key Clarifications:

- Organizations should be counted once, even if involved in multiple distinct initiatives.
- Funded organizations delivering indirect services are not considered partners.
- Individual schools within the same school board should be counted as separate partners if they are directly involved.
- Businesses should be included if they play an active role in collaboration or support.
- Municipal departments should not be counted as partners if they are engaged in collaborative work.
- Other local FCSS programs should be counted as partners when involved in joint initiatives.

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).

Programs Tab

The Programs tab allows you to keep track of the many programs you may offer throughout at year. Many of the Key Performance Measures in the Accountability Framework relate to specific details about your 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.

	A	B	C	D	E
	Activity Name	Service Delivery Type (direct / indirect)	Indirect Service Delivery Partner/Organization Name	Amount Funded	Program Type
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

How to Enter a Program

This section lays out how to enter a program in the Programs tab. To demonstrate some of the steps, screenshots show how two sample programs would be entered.

1. Enter the Program Name

- Type the name of the program in the first column.

2. Select Service Delivery Type

- Click the drop-down arrow and choose either **Direct** or **Indirect Service Delivery**.
- If you select **Indirect**, proceed to the next step. If **Direct**, skip the next field.

3. Enter Indirect Service Delivery Partner/Organization Name

- If you selected **Indirect**, type the name of the partner or organization delivering the program.
- If you selected **Direct**, this field will be greyed out and does not need to be filled.

Example for Steps 1-3:

Activity Name	Service Delivery Type (direct / indirect)	Indirect Service Delivery Partner/Organization Name
Home Support, Referral, and Social Connection Program	Direct Service Delivery	
After-School Youth Leadership Club	Indirect Service Delivery	Sampleville Youth Non-Profit

4. Enter Amount Funded

- Type the dollar amount of funding that went towards the program.

5. Select Program Type

- Use the drop-down to choose the program type that best fits your activity.
- For quick reference, [a visual chart](#) of the different program types is included at the end of this Programs tab section of this manual. Use your training resources for full descriptions of the program types.

Program Type	Program Type (if re)
Mental Health Promotion	
Home Support	
Child Development and Caregiver Support	
School-Aged Camps and Drop-In Programs	
Skill Building Programs	
Healthy Relationship Programs	
Community Outreach Programming	
Group-Based Social Connection and Social Well Being Programming	

6. Select Program Subtype

- After selecting a Program Type, the Program Subtype drop-down will update to show only matching subtypes.
- If you select a subtype that doesn't match the type, a red error border will appear. Re-select the correct subtype.

Program Type	Program Subtype	Program Subtype (if red error appears, subtype must be corrected)
Home Support		
	At-Home Supports	
	Meal/Food Delivery	

Example for Steps 5 and 6:

Activity Name	Program Type	Program Subtype
Home Support, Referral, and Social Connection Program	Home Support	At-Home Supports
After-School Youth Leadership Club	School-Aged Camps and Drop-In Programs	Drop-In Programs

7. Enter Participant Interactions Count

- Enter the total number of participant interactions (not unique participants).
- *Refer to the Program Estimation and Sampling Manual and videos for guidance on alternative ways of counting participant interactions for drop-in or registered programs.*

8. Select Level of Prevention

- Use the drop-down to select **Primary** or **Secondary Prevention**. (See the definition of *Primary Prevention* and *Secondary Prevention* under [Relevant Definitions](#) below.)

9. Describe Social Prevention Activities

- In the text field, describe what activities or components of the program contribute to social prevention.

Example for Step 9:

Activity Name	Description of Social Prevention Activities
Home Support, Referral, and Social Connection Program	Provides light housekeeping, conversation, social connection, and information & resource-sharing to support seniors and people with disabilities to maintain their independence in their homes, and remain connected to the community.
After-School Youth Leadership Club	This drop-in program brings youth together to connect, build resilience, and learn to support each other. Activity themes include communication skills and issues affecting youth.

10. Select Target Age Category

- Use the drop-down to select the primary intended age category.
- If there's a second age group, select it in the next column; otherwise, leave it blank. The second drop-down updates based on your selection in the first age category column, to avoid redundant selections.

Target Age Category	Other Target Age Category Leave blank if not applicable
<div> <div>Target Age Category</div> <div> All ages (no specific target) Children (<12) Youth (12-17) Children and Youth (<18) Adults (18+) Family Seniors, as defined by local FCSS </div> </div>	<div> <div>Other Target Age Category</div> <div> Children (<12) Youth (12-17) Children and Youth (<18) Adults (18+) Family </div> </div>

11. Select Target Community Group

- Use the drop-down to select the primary intended community group.
- If there's a second group, select it in the next column; otherwise, leave it blank. The second drop-down updates based on your selection in the first community group column, to avoid redundant selections.

Target Community Group	Other Target Community Group Leave blank if not applicable
<div> <div>Target Community Group</div> <div> No specific community group Indigenous Peoples- no subcategory Indigenous- First Nations Indigenous- Métis Indigenous- Inuit 2SLGBTQIA+ people Newcomers People with disabilities Racialized people Language minority groups Women/girls Men/boys </div> </div>	<div> <div>Other Target Community Group</div> <div> Indigenous Peoples- no subcategory Indigenous- First Nations Indigenous- Métis Indigenous- Inuit 2SLGBTQIA+ people Newcomers Racialized people Language minority groups Women/girls Men/boys </div> </div>

Example for Steps 10 and 11:

Activity Name	Target Age Category	Other Target Age Category <i>Leave blank if not applicable</i>	Target Community Group	Other Target Community Group <i>Leave blank if not applicable</i>
Home Support, Referral, and Social Connection Program	Seniors, as defined by local FCSS	Adults (18+)	People with disabilities	
After-School Youth Leadership Club	Youth (12-17)		No specific community group	

12. Select Prevention Strategies

- For each of the six Prevention Strategy columns, use the drop-down to select “Yes” for all that apply.
- For strategies that don’t apply, you can either select “No” or leave them blank.
- You must select at least one. If none are selected and you try to move on, the cells will highlight in yellow with a red border (see screenshot below).

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

Example for Step 12:

Activity Name	Prevention Strategy #1- Y/N Promote and encourage active engagement in the community	Prevention Strategy #2- Y/N Foster a sense of belonging	Prevention Strategy #3- Y/N Promote social inclusion	Prevention Strategy #4- Y/N Develop and maintain healthy relationships	Prevention Strategy #5- Y/N Enhance access to social supports	Prevention Strategy #6- Y/N Develop and strengthen skills that build resilience
Home Support, Referral, and Social Connection Program			Yes		Yes	
After-School Youth Leadership Club	No	Yes	No	Yes	No	Yes

13. Select Provincial Prevention Priority

- Use the drop-down to identify the one prevention priority that best aligns with the program.

Tips & Troubleshooting

- Greyed-out columns mean you do not need to enter anything.
- Red borders indicate a mismatch—check your previous selections.
- Drop-downs may only appear after you’ve completed earlier columns.
- For more guidance on activity categorization and aligning prevention strategies and provincial prevention priorities, refer to your FCSS training resources.

Relevant Definitions

Direct Service Delivery. Direct service delivery refers to services that are provided directly by the FCSS program or its staff.

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.

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.

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.

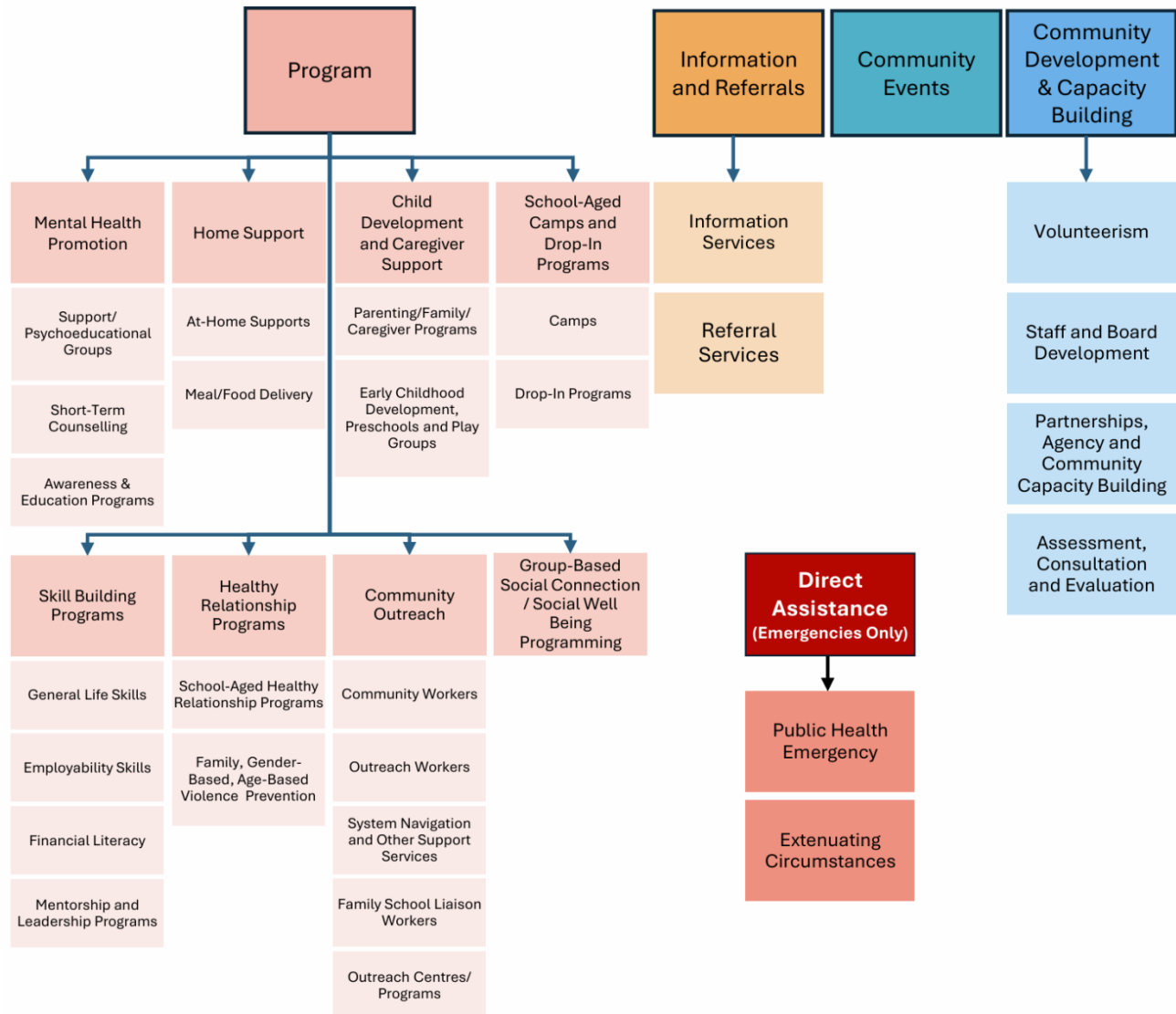
Secondary Prevention. Secondary prevention focuses on specific groups or at-risk populations to address issues at an early stage.

Tertiary Prevention. Tertiary prevention focuses on addressing immediate needs with the intent to prevent long term impacts.

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.

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.

Activity Categorization



Refer to the FCSS Accountability Framework Reporting Training Package 2025 for more details on categorization, prevention strategies, prevention priorities, levels of prevention, age categories, and community groups.

Community Events Tab

The Comm. Events tab (title abbreviated) allows you to keep track of the many programs you may offer throughout at year.

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.”

How to Enter a Community Event

This section lays out how to enter a program in the Comm. Events tab. To demonstrate these steps, screenshots will show how two sample programs would be entered.

1. Enter the Event Name

- Type the name of the event in the first column.

2. Select Service Delivery Type

- Click the drop-down arrow and choose either **Direct** or **Indirect Service Delivery**.
- If you select **Indirect**, proceed to the next step. If **Direct**, skip the next field.

3. Enter Indirect Service Delivery Partner/Organization Name

- If you selected **Indirect**, type the name of the partner or organization delivering the event.
- If you selected **Direct**, this field will be greyed out and does not need to be filled.

Example for Steps 1-3:

Activity Name	Service Delivery Type (direct / indirect)	Indirect Service Delivery Partner/Organization Name
Connecting Through Film- Family Movie Nights	Direct Service Delivery	
Learning From Each Other (Indigenous Women's Gathering)	Indirect Service Delivery	Sampleville Indigenous Women's Association

4. Enter Amount Funded

- Type the dollar amount of funding that went towards the event.

5. Enter Attendee Count

- Enter the number of people who attended the event. If you don't have an exact number, you can enter an estimate.

6. Select Level of Prevention

- Use the drop-down to select **Primary** or **Secondary Prevention**. (See the definition of

Primary Prevention and Secondary Prevention under [Relevant Definitions](#) below.)

7. Describe Social Prevention Activities

- In the text field, describe what activities or components of the event contribute to social prevention.

Example for Step 7:

Activity Name	Description of Social Prevention Activities
Connecting Through Film- Family Movie Nights	Interactive activities and discussions based on the movie encouraged positive interactions and fostered social connections between families. Movies are chosen based on social issues, and discussions are related to mental health, addiction, grief, isolation, etc.
Learning From Each Other (Indigenous Women's Gathering)	Discussion themes included: cultural knowledge sharing, learning from Elders, overcoming barriers, and responding to gender-based violence.

8. Select Target Age Category

- Use the drop-down to select the primary intended age category.
- If there's a second age group, select it in the next column; otherwise, leave it blank. The second drop-down updates based on your selection in the first age category column, to avoid redundant selections.

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

Target Age Category	Other Target Age Category
Leave blank if not applicable	Target Age Category
Adults (18+)	Children (<12)
	Youth (12-17)
	Children and Youth (<18)
	Family
	Seniors, as defined by local FCSS

9. Select Target Community Group

- Use the drop-down to select the primary intended community group.
- If there's a second group, select it in the next column; otherwise, leave it blank. The second drop-down updates based on your selection in the first community group column, to avoid redundant selections.

Target Community Group	Other Target Community Group
No specific community group	
Indigenous Peoples- no subcategory	
Indigenous- First Nations	
Indigenous- Métis	
Indigenous- Inuit	
2SLGBTQIA+ people	
Newcomers	
People with disabilities	
Racialized people	
Language minority groups	
Women/girls	
Men/boys	

Target Community Group	Other Target Community Group
Leave blank if not applicable	Target Community Group
Indigenous Peoples- no subcategory	2SLGBTQIA+ people
	Newcomers
	People with disabilities
	Racialized people
	Language minority groups
	Women/girls
	Men/boys

Example for Steps 8 and 9:

Activity Name	Target Age Category	Other Target Age Category <i>Leave blank if not applicable</i>	Target Community Group	Other Target Community Group <i>Leave blank if not applicable</i>
Connecting Through Film- Family Movie Nights	Family		No specific community group	
Learning From Each Other (Indigenous Women's Gathering)	Adults (18+)	Youth (12-17)	Indigenous Peoples- no subcategory	Women/girls

10. Select Prevention Strategies

- For each of the six Prevention Strategy columns, use the drop-down to select “Yes” for all that apply.
- For strategies that don’t apply, you can either select “No” or leave them blank.
- You must select at least one. If none are selected and you try to move on, the cells will highlight in yellow with a red border (see screenshot below).

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

Example for Step 10:

Activity Name	Prevention Strategy #1- Y/N <i>Promote and encourage active engagement in the community</i>	Prevention Strategy #2- Y/N <i>Foster a sense of belonging</i>	Prevention Strategy #3- Y/N <i>Promote social inclusion</i>	Prevention Strategy #4- Y/N <i>Develop and maintain healthy relationships</i>	Prevention Strategy #5- Y/N <i>Enhance access to social supports</i>	Prevention Strategy #6- Y/N <i>Develop and strengthen skills that build resilience</i>
Connecting Through Film- Family Movie Nights	No	No	No	Yes	No	No
Learning From Each Other (Indigenous Women's Gathering)		Yes			Yes	

11. Select Provincial Prevention Priority

- Use the drop-down to identify the one prevention priority that best aligns with the event.

Tips & Troubleshooting

- Greyed-out columns mean you do not need to enter anything.
- Red borders indicate a mismatch—check your previous selections.
- Drop-downs may only appear after you’ve completed earlier columns.
- For more guidance on activity categorization and aligning prevention strategies and provincial prevention priorities, refer to your FCSS training resources.

Relevant Definitions

Direct Service Delivery. Direct service delivery refers to services that are provided directly by the FCSS program or its staff.

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.

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.

Secondary Prevention. Secondary prevention focuses on specific groups or at-risk populations to address issues at an early stage.

Tertiary Prevention. Tertiary prevention focuses on addressing immediate needs with the intent to prevent long term impacts.

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.

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.

Information and Referrals Tab

The Info & Referrals tab (title abbreviated) helps you keep track of referral interactions.

Information and 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.

How to Enter an Information or Referral Service

1. Enter the Activity Name

- Type the name of the service in the first column.

2. Select Service Delivery Type

- Click the drop-down arrow and choose either **Direct** or **Indirect Service Delivery**.
- If you select **Indirect**, proceed to the next step. If **Direct**, skip the next field.

3. Enter Indirect Service Delivery Partner/Organization Name

- If you selected **Indirect**, type the name of the partner or organization delivering the service.
- If you selected **Direct**, this field will be greyed out and does not need to be filled.

Example for Steps 1-3:

Activity Name	Service Delivery Type (direct / indirect)	Indirect Service Delivery Partner/Organization Name
Welcome Kits for New Residents	Direct Service Delivery	
Community Referrals	Indirect Service Delivery	Sampleville Community Supports Society

4. Enter Amount Funded

- Type the dollar amount of funding that went towards the service.

5. Select Type of Service

- Use the drop-down to select either **Information Services** or **Referral Services**.
- For reference, a description of these [two types](#) of services is provided at the end of this section of the manual.

6. Total Referral Interactions Count

- If you selected **Information Services**, this field will be greyed out for Information Services; you do not need to enter anything here.
- If you selected **Referral Services**, enter the number of referral interactions provided (actual or estimated).
 - To explore your options for sampling referral interactions (rather than counting

each interaction), check the Referral Sampling Tool and Manual.

Example for Steps 5 and 6:

Activity Name	Type of Service	for referral services only:
		Total Referral Interactions Count (actual or estimate)
Welcome Kits for New Residents	Information Services	
Community Referrals	Referral Services	1280

7. Describe Social Prevention Activities

- In the text field, describe what components of the service contribute to social prevention.

Example for Step 7:

Activity Name	Description of Social Prevention Activities
Welcome Kits for New Residents	Welcome Kits provide new residents with a sense of belonging in the community, and the information and resources contained in the kits ensure that new residents know where to go for support.
Community Referrals	Our Community Referrals Coordinator meets with individuals and families to collaboratively identify needs and strength, provide referrals, and facilitate 'warm hand-offs' with other local organizations, with the aim of increasing individuals' and families' access to supports and building their self-advocacy skills.

Tips & Troubleshooting

- Greyed-out columns mean you do not need to enter anything.
- Red borders indicate a mismatch—check your previous selections.
- Drop-downs may only appear after you've completed earlier columns.
- For more guidance on activity categorization and aligning prevention strategies and provincial prevention priorities, refer to your FCSS training resources.

Relevant Definitions

Direct Service Delivery. Direct service delivery refers to services that are provided directly by the FCSS program or its staff.

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.



Referral Activity. These are, typically, one-time interactions, such as providing someone with contact information or directing them to a service.

Activity Categorization

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 	<p>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.</p> <p>Examples of Information Services include:</p> <ul style="list-style-type: none"> • 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 <p><i>Please note that in reporting, you will not be required to specify the number of times information was provided.</i></p>
Referral Services 	<p>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.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • In-person referrals • Referrals over the phone • Indirect referral services through 211 funding <p><i>Please note, when reporting you <u>will</u> be required to report how many referral interactions were provided.</i></p>

Community Development and Capacity Building Tab

The Comm. Dev. & Capacity tab (title abbreviated) allows you to track information about volunteerism, staff and board development, partnership/agency/community capacity building, and assessment/consultation and evaluation.

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.

How to Enter a Community Development and Capacity Building Activity

1. Enter the Activity Name

- Type the name of the activity in the first column.

2. Select Service Delivery Type

- Click the drop-down arrow and choose either **Direct** or **Indirect Service Delivery**.
- If you select **Indirect**, proceed to the next step. If **Direct**, skip the next field.

3. Enter Indirect Service Delivery Partner/Organization Name

- If you selected **Indirect**, type the name of the partner or organization delivering the activity.
- If you selected **Direct**, this field will be greyed out and does not need to be filled.

Example for Steps 1-3:

Activity Name	Service Delivery Type (direct / indirect)	Indirect Service Delivery Partner/Organization Name
Volunteer Recruitment and Training (Sampleville Mentorship Program)	Indirect Service Delivery	
Housing & Homelessness Coalition	Direct Service Delivery	

4. Enter Amount Funded

- Type the dollar amount of funding that went towards the activity.

5. Select Type

- Use the drop-down to choose the activity type (Volunteerism, Staff and Board Development, Partnerships/Agency/Community Capacity Building, Assessment/Consultation/Evaluation).
- For reference, a description of the [different types](#) is included at the end of this section of the manual.

Type	Le (pr
Volunteerism	
Staff and Board Development	
Partnerships, Agency, and Community Capacity Building	
Assessment, Consultation, and Evaluation	

6. Select Level of Prevention

- Use the drop-down to select **Primary** or **Secondary Prevention**. (See the definition of *Primary Prevention* and *Secondary Prevention* under [Relevant Definitions](#) below.)

7. Describe Social Prevention Activities

- In the text field, describe what components of the activity contribute to social prevention.

Example for Step 7:

Activity Name	Description of Social Prevention Activities
Volunteer Recruitment and Training (Sampleville Mentorship Program)	Recruitment supports volunteerism and active engagement, and training builds social prevention capacity in the community.
Housing & Homelessness Coalition	Collaboration with other organizations to increase community capacity to address housing insecurity and develop a community homelessness strategy. FCSS role is to provide programs and information on preventive social supports, to support the strategy and prevent housing insecurity where possible.

8. Select Prevention Strategies

- For each of the six Prevention Strategy columns, use the drop-down to select “Yes” for all that apply.
- For strategies that don’t apply, you can either select “No” or leave them blank.
- You must select at least one. If none are selected and you try to move on, the cells will highlight in yellow with a red border (see screenshot below).

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

Example for Step 8:

Activity Name	Prevention Strategy #1- Y/N Promote and encourage active engagement in the community	Prevention Strategy #2- Y/N Foster a sense of belonging	Prevention Strategy #3- Y/N Promote social inclusion	Prevention Strategy #4- Y/N Develop and maintain healthy relationships	Prevention Strategy #5- Y/N Enhance access to social supports	Prevention Strategy #6- Y/N Develop and strengthen skills that build resilience
Volunteer Recruitment and Training (Sampleville Mentorship Program)	Yes					Yes
Housing & Homelessness Coalition	Yes	No	Yes	No	No	No

9. Select Provincial Prevention Priority

- Use the drop-down to identify the one prevention priority that best aligns with the activity.

Tips & Troubleshooting

- Greyed-out columns mean you do not need to enter anything.
- Red borders indicate a mismatch—check your previous selections.
- Drop-downs may only appear after you’ve completed earlier columns.
- For more guidance on activity categorization and aligning prevention strategies and provincial prevention priorities, refer to your FCSS training resources.

Relevant Definitions

Direct Service Delivery. Direct service delivery refers to services that are provided directly by the FCSS program or its staff.

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.

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.





Secondary Prevention. Secondary prevention focuses on specific groups or at-risk populations to address issues at an early stage.

Tertiary Prevention. Tertiary prevention focuses on addressing immediate needs with the intent to prevent long term impacts.

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.

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.

Activity Categorization

Type	Description
Volunteerism 	<p>Actions and initiatives that enhance the capacity for volunteerism and acknowledge the contributions of volunteers to local FCSS programs.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Volunteer training • Volunteer recognition • Volunteer development
Staff and Board Development 	<p>Activities and actions that build the skills and capacities of FCSS staff members and boards.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Leadership programs • Training • Conferences
Partnerships, Agency, and Community Capacity Building 	<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Interagency tables or networks • Municipality hosts community building workshop
Assessment, Consultation and Evaluation 	<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Community consultations • Strategic planning • Social planning • Community needs assessments • Program evaluations

Survey Data Tab

The Survey Data tab allows you to track survey questions from the Question Catalogue that are used in your programs. For context on the [survey-based Key Performance Measures](#), see the end of this section of the manual, or refer to your training resources.

How to Enter Survey Data

1. Enter the Activity Name

- Type the name of the activity you collected survey data from in the first column.
- If you are entering survey results that are already combined/aggregated from multiple activities, use a name that helps you identify what was combined.

2. Select Activity Type

- Use the drop-down to select the activity type (Programs, Community Events, Information & Referrals, Community Development & Capacity Building).
- You can also enter survey results that are already combined/aggregated from multiple activity types by choosing “Data Combined from Multiple Types.”

Activity Type (Programs / Community Events / Information & Referrals / Community Development & Capacity Building)	Ca
Programs	
Community Events	
Information and Referrals	
Community Development and Capacity Building	
Data Combined from Multiple Types	

3. Select Category of Question

- Use the drop-down to select the type of survey question (e.g., Satisfaction, Prevention Strategy, etc.).
- Only relevant categories will appear based on your activity type selection.
- *If you are entering a question that is not from the FCSS Question Catalogue, you should instead use the [Custom Survey](#) tab to enter this data. See the next section of this manual.*

Activity Type (Programs / Community Events / Information & Referrals / Community Development & Capacity Building)	Category of Question	Tir (Po anc
Programs	Satisfaction Question	
	Easy to Access Question	
	Prevention Strategy 1	
	Prevention Strategy 2	
	Prevention Strategy 3	
	Prevention Strategy 4	
	Prevention Strategy 5	
	Prevention Strategy 6	
	Collective Impact Question	

Example for Steps 1-3:

Activity/Activities You Collected Survey Data From:	Activity Type (Programs / Community Events / Information & Referrals / Community Development & Capacity Building)	Category of Question
Resume Workshop	Programs	Prevention Strategy 6
Winter Celebration: Getting Through the Cold Months Together	Community Events	Satisfaction Question

4. Select Timing

- Use the drop-down to choose whether your question is **Post-Only** or **Pre and Post**.
 - If you only did a survey at the end of an activity, it's **Post-Only**. If you did a survey at the beginning and again at the end, it's **Pre and Post**.
- Some question categories only have Post-Only versions.

5. Select Survey Question

- Use the drop-down to select the survey question you used.
- Only questions that match your previous selections will appear.

Timing (Post-Only / Pre and Post)	Survey Question
Pre and Post	
Post-Only	8.1. I feel good about myself.
	8.2. I have the ability to improve my life.
	8.3. I feel good about my future.
	8.4. I have plans for my future.
	8.5. I know about [fill in with knowledge from the program].
	8.6. I feel good about my ability to [fill in with skill from the program].
	8.7. I have opportunities to learn new things.
	8.8. I am good at handling whatever comes my way.
	8.9. I know some healthy strategies to manage stress.
	8.10. I am good at solving problems.

Example for Steps 4 and 5:

Activity/Activities You Collected Survey Data From:	Timing (Post-Only / Pre and Post)	Survey Question
Resume Workshop	Pre and Post	8.6. I feel good about my ability to [fill in with skill from the program].
Winter Celebration: Getting Through the Cold Months Together	Post-Only	1. Overall, I am satisfied with this program/service.

6. Check Verification

- The Verification column will auto-fill with “Verified” if everything matches. If it says “Mismatch,” check for red errors in the row and review your selections (see screenshot below).

Verification (Do not edit. Auto-filled.)
Verified
Mismatch - Check red cells & Activity Type

7. Enter Total Responses

- Type the total number of people who answered this survey question.

8. Read the What to Count- Instructions

- The **What to Count - Instructions** column is greyed out and auto filled. Don't edit or type anything here.
- It tells you what number you will enter in the next column, in Step 9 (e.g., "Number who responded 'agree' or 'strongly agree'" or "Number who demonstrated positive change from Pre to Post").
- If this column is blank, make sure you have selected something in all of the previous columns.

What to Count- Instructions (Do not edit. Auto-fills with instructions for the next column.)	Number of People (see Instructions to the left)
The number of people who demonstrated positive change from Pre to Post-->	
The number of people who responded 'agree' or 'strongly agree'-->	

9. Enter Number of People

- Enter the number as described in the previous column (either the number of people who responded agree/strongly agree, or the number of people who demonstrated a positive change from the pre to post surveys).

Example for Steps 7-9:

Activity/Activities You Collected Survey Data From:	Total Responses (number of people who answered this question)	What to Count- Instructions (Do not edit. Auto-fills with instructions for the next column.)	Number of People (see Instructions to the left)
Resume Workshop	28	The number of people who demonstrated positive change from Pre to Post-->	24
Winter Celebration: Getting Through the Cold Months Together	105	The number of people who responded 'agree' or 'strongly agree'-->	94

10. Check Percentage

- The Percentage column will auto-calculate the result for you.
- Depending on the survey question, this tells you either the percentage who report positive change, the percentage who report satisfaction, or the percentage who report that the activity was easy to access.

Tips & Troubleshooting

- Greyed-out columns mean you do not need to enter anything.
- Red borders indicate a mismatch—check your previous selections.
- Drop-downs may only appear after you've completed earlier columns.
- For more guidance on surveying, refer to your FCSS training resources.

Relevant Definitions




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.

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.

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.

Survey-based Key Performance Measures

Three Key Performance Measures are reported using surveys:

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

Custom Survey Data Tab

The Custom Survey tab can be used to record results from custom survey questions that are not from the FCSS Question Catalogue.

Note: Custom survey questions are not reported in the FCSS annual report and don't count for the requirement to report data for at least one program. But you may still want to use them for your own learning and evaluation, or other reporting needs.

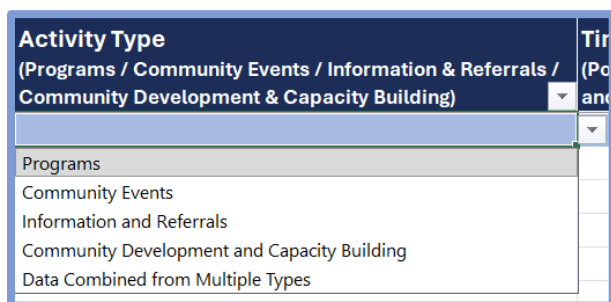
How to Enter Custom Survey Data

1. Enter the Activity Name

- Type the name of the activity you collected survey data from in the first column.
- If you are entering survey results that are already combined/aggregated from multiple activities, use a name that helps you identify what was combined.

2. Select Activity Type

- Use the drop-down to select the activity type (Programs, Community Events, Information & Referrals, Community Development & Capacity Building).
- You can also enter survey results that are already combined/aggregated from multiple activity types by choosing “Data Combined from Multiple Types.”

A screenshot of a web application's dropdown menu for 'Activity Type'. The menu is open, showing a list of options: 'Programs', 'Community Events', 'Information and Referrals', 'Community Development and Capacity Building', and 'Data Combined from Multiple Types'. The dropdown is part of a table with a dark blue header. The header text is 'Activity Type' followed by '(Programs / Community Events / Information & Referrals / Community Development & Capacity Building)'. To the right of the dropdown, there is a partial view of another column header 'Timing' with subtext '(Pre and Post)'. The dropdown menu has a light blue background and a dark blue border.

3. Select Timing

- Use the drop-down to choose **Post-Only** or **Pre and Post**.
 - If you only did a survey at the end of an activity, it's **Post-Only**. If you did a survey at the beginning and again at the end, it's **Pre and Post**.

4. Enter Custom Survey Question

- Type your custom survey question in the box provided.

5. Enter Total Responses

- Type the total number of people who answered this survey question.

6. Read the What to Count- Instructions

- The **What to Count- Instructions** column is greyed out and auto-filled. Don't edit or type anything here.

- It tells you what number you will enter in the next column, in Step 7 (e.g., “Number who responded ‘agree’ or ‘strongly agree’” or “Number who demonstrated positive change from Pre to Post”).
- If this column is blank, make sure you have selected something in all of the previous columns.

What to Count- Instructions (Do not edit. Auto-fills with instructions for the next column.)	Number of People (see Instructions to the left)
The number of people who responded 'agree' or 'strongly agree'-->	
The number of people who demonstrated positive change from Pre to Post-->	

7. Enter Number of People

- Enter the number as described in the previous column (either the number of people who responded agree/strongly agree, or the number of people who demonstrated a positive change from the pre to post surveys).

8. Check Percentage

- The Percentage column will auto-calculate the result for you.
- Depending on the survey question, this tells you either the percentage who report positive change, the percentage who report satisfaction, or the percentage who report that the activity was easy to access.

Tips & Troubleshooting

- Greyed-out columns mean you do not need to enter anything.
- Drop-downs may only appear after you’ve completed earlier columns.
- For more guidance on surveying, refer to your FCSS training resources.

Relevant Definitions

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. (

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.

Impact Narratives

The Impact Narratives tab allows you to draft an optional impact narrative for each of the activity categories.

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

- Reporting impact narratives is optional.
- You can enter an impact narrative for any or multiple activity types.
 - Note that you can only enter one impact narrative per activity type.
- When using the online reporting portal, there will be open-text fields with character limits.

Tips for Writing Impact Narratives:		Enter impact narrative(s) below:	Character limit checker	# of characters
<p>Impact Narratives document outcomes and effects of a program or initiative, showcasing its achievement and contributions at various levels.</p> <p>Try using the STAR method below to structure your impact narratives.</p>	Programs Impact Narrative (optional)			0
<p>SITUATION Describe the situation or the problem that was addressed by the program.</p>	Community Events Impact Narrative (optional)			0
<p>TASK Describe the goal that the program set out to achieve.</p>	Information & Referrals Impact Narrative (optional)			0
<p>ACTION Describe the specific actions that were taken to achieve the intended goal of the program.</p>	Community Development & Capacity Building Impact Narrative (optional)			0
<p>RESULT</p>	Direct Assistance Impact Narrative (optional)			0

How to Use the Impact Narratives Tab

1. Locate the Right Box

- Find the row for the activity type you want to write about (Programs, Community Events, Information & Referrals, Community Development & Capacity Building, Direct Assistance). (see screenshot below)
- Note that the colour-coding here aligns with the spreadsheet tab colours along the bottom, and with the colours from your training resources.

	Enter impact narrative(s) below:
Programs Impact Narrative (optional)	
Community Events Impact Narrative (optional)	
Information & Referrals Impact Narrative (optional)	
Community Development & Capacity Building Impact Narrative (optional)	
Direct Assistance Impact Narrative (optional)	
only for FCSS programs who received approval to provide direct assistance	

2. Write Your Impact Narrative

- In the open text box, type or paste in your narrative.
- Use the STAR method (Situation, Task, Action, Result) for structure, if helpful.
- Take a look at the tips below, under [How to Write an Impact Narrative](#).

Example for Steps 1 and 2:

Impact Narrative (optional)	
Community Development & Capacity Building Impact Narrative (optional)	<p>Situation: The Sampleville Mentorship Association was struggling to keep up with the need for their services, because they didn't have enough volunteers to match with children and youth in need of mentorship.</p> <p>Task: The goal was to recruit new volunteers and train them, to increase capacity to match mentors and mentees.</p> <p>Action: Nine passionate and qualified volunteers were recruited and trained, enabling them to confidently support youth in our community.</p> <p>Result: With the new volunteers, the Mentorship Association's capacity grew significantly. As a result, at-risk youth were able to be quickly matched with volunteer mentors and build healthy relationships. The nine volunteers say that volunteering has been very meaningful for them and has helped them develop supportive skills and become more engaged in the community.</p>

3. Check the Character Limit

- As you type, the character limit checker will show if your narrative is too short or too long, as the online reporting portal will have a character limit.
- The system also displays the total number of characters used.

Example for Steps 1-3:

Impact Narrative (optional)		
Community Development & Capacity Building Impact Narrative (optional)	<p>Situation: The Sampleville Mentorship Association was struggling to keep up with the need for their services, because they didn't have enough volunteers to match with children and youth in need of mentorship.</p> <p>Task: The goal was to recruit new volunteers and train them, to increase capacity to match mentors and mentees.</p> <p>Action: Nine passionate and qualified volunteers were recruited and trained, enabling them to confidently support youth in our community.</p> <p>Result: With the new volunteers, the Mentorship Association's capacity grew significantly. As a result, at-risk youth were able to be quickly matched with volunteer mentors and build healthy relationships. The nine volunteers say that volunteering has been very meaningful for them and has helped them develop supportive skills and become more engaged in the community.</p>	<p>Good!</p> <p>828</p>

How to Write an Impact Narrative

There are various ways to structure an impact narrative to make sure it effectively tells the story being conveyed. One way is to use the STAR method, which uses the acronym STAR (Situation, Task, Action, Result) to help you structure your narrative.

The key is to communicate the *impact* or *results*, not a description of activities. The STAR method is just guidance to help you with your narratives, but you can decide whether or how much you'd like to use it. In addition, it often makes sense to follow the order of the acronym, but it's also okay to talk about them in a different order if that works better for your narrative.

Situation — Describe the situation or the problem that the activity is addressing.

- Here's where you would share the 'why', the problem that the activity was hoping to address or change.

Task — Describe the goal that the activity set out to achieve.

- In this portion, you would explain the goal or objective of the activity. How did the activity aim to address the problem you described?

Action — Describe the specific actions that were taken to achieve the intended goal of the activity.

- Here, you can describe the 'what'. What did the activity actually involve or look like in order to achieve the goal?

Result — Explain the positive change that resulted from the action.

- The last step is to describe the impact. What was the effect on participants or the community? How did it help people? What protective factors were supported? What skills or knowledge did they gain?

Tips for Writing Impact Narratives

Do:

- **Be specific.** Use a clear example to illustrate impact.
- **Share real stories.** Use stories to paint a picture of your impact. For example, tell the story of an individual or family who has benefited from your local FCSS program. Remember to maintain anonymity.
- **Focus on outcomes, not activities.** Describe tangible changes and improvements, not just the activities completed.
- **Align narratives to program goals.** Ensure your narrative reflects the overarching goals and objectives of your activities.
- **Align narratives to prevention.** Ensure your narrative describes how the impact relates to prevention. Include a Provincial Prevention Priority or Prevention Strategy if relevant and applicable.

Don't:

- **Be vague.** Avoid using generic words and buzzwords to describe impact.
- **Reshare the same information.** Don't repeat the same information you've already shared elsewhere in the annual report without giving additional context or details.
- **Just list activities.** Make sure you focus on outcomes and impact, not just list the activities

or actions that occurred.

- **Focus on program details.** Don't focus on details (e.g., number of sessions, location, date) unless they will help you talk about the impact.

Direct Assistance Tab

The Direct Assistance tab may not be relevant to a large portion of FCSS programs. This tab should only be used to track activities related to direct assistance as a result of a Public Health Emergency or after receiving Ministerial approval to provide direct assistance due to extenuating circumstances.

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.

How to Enter Direct Assistance Information

1. Enter the Activity Name

- Type the name of the assistance activity in the first column.

2. Select Service Delivery Type

- Click the drop-down arrow and choose either **Direct** or **Indirect Service Delivery**.
- If you select **Indirect**, proceed to the next step. If **Direct**, skip the next field.

3. Enter Indirect Service Delivery Partner/Organization Name

- If you selected **Indirect**, type the name of the partner or organization delivering the assistance.
- If you selected **Direct**, this field will be greyed out (see screenshot below) and does not need to be filled.

Service Delivery Type (direct / indirect)	Indirect Service Delivery Partner/Organization Name
Indirect Service Delivery	
Direct Service Delivery	

4. Enter Amount Funded

- Type the dollar amount of funding that went towards the assistance.

5. Describe the Assistance Provided

- In the text field, provide more details about the assistance.

6. Select Reason for Approval

- Use the drop-down to indicate the reason for approval—either **Public Health Emergency** or **Ministerial Approval**.

	E	F	G	H
Description			*FCSS programs may only provide direct assistance with permission*	
		Direct Assistance approved as a result of:		
			Public Health Emergency	
			Ministerial Approval	

Tips & Troubleshooting

- Greyed-out columns mean you do not need to enter anything.
- For more guidance on activity categorization, refer to your FCSS training resources.

Activity Categorization

Type	Description
Public Health Emergency	<p>A public health emergency, as defined in the <i>Public Health Act</i> (Alberta), means an urgent and temporary occurrence or threat of an occurrence of:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>For funding use under this category, a state of public health emergency must be declared under section 52 of the <i>Public Health Act</i> (Alberta).</p>
Extenuating Circumstances	<p>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.</p> <p>For more information, please contact the provincial FCSS team.</p>

Quick Guide to the Tracking Log Fields

Overview Tab Fields:

Municipality or Metis Settlement	The name of the municipality or Metis Settlement you are tracking/reporting for.
Total budget	Enter the total budget of the FCSS program. (If you would like to track other financial information, feel free to add additional rows, columns, or tabs.)
Has a needs assessment been conducted?	Use the drop-down to answer [yes / no] for whether a needs assessment has been conducted.
If yes, in which year was it conducted?	If you said yes to the previous question, type the year when the needs assessment was conducted. <i>If you said no, this box will automatically be greyed out, meaning you do not need to enter anything.</i>
Total number of community partnerships	Enter the total count of community partnerships your FCSS program has with other organizations. See the Glossary for a full definition.
Total number of volunteers	Enter the total count of volunteers.
Total number of volunteer hours	Enter the total count of volunteer hours.

Programs Tab Fields:

Activity Name	Enter a name for the program that clearly identifies it and distinguishes it from other activities.
Service Delivery Type	Use the drop-down to indicate how the program was delivered. Direct refers to services that are provided directly by the FCSS program or its staff. Indirect refers to services that are delivered by individuals or organizations funded through FCSS grants, who carry out programming or supports on behalf of FCSS but are not FCSS staff themselves.
Indirect Service Delivery Partner/Organization Name	If you selected Indirect Service Delivery in the previous column, type the name of the partner/organization who delivered the program. <i>If you selected Direct Service Delivery, this field will automatically be greyed out, meaning you do not need to enter anything here.</i>
Amount Funded	Type the dollar amount of funding that went towards the program.
Program Type	Use the drop-down to choose the program type that aligns best. There are 8 program types to choose from. <i>(Refer to your training resources for definitions and examples.)</i>

Program Subtype	Based on your answer in the previous question, this drop-down will allow you to choose the program subtype that aligns best. If a red error appears, the subtype does not match the type; please re-select a subtype.
Participant Interactions Count	Enter the number of participant interactions for the program. This is the number of engagements, or number of times people participated, <u>not</u> unique participants. <i>(Please refer to drop-in sampling & participant estimation tools and guidance for options for counting participant interactions.)</i>
Level of Prevention	Use the drop-down to indicate the level of prevention that aligns best with the program [primary / secondary]. <i>(Refer to your training package for definitions.)</i>
Description of Social Prevention Activities	In this text field, describe the program in more detail, outlining what activities or components of the program contribute to social prevention.
Target Age Category	Use the drop-down to select the age category of the primary intended audience(s) for the program. It is completely okay if there is no specific age group. You must choose at least one category. There is a second column where you can choose another age category, if there are multiple age group targets for the program. Some options may not appear in the second drop-down, depending on what you chose in the first column (to avoid overlap).
Other Target Age Category	<u>If there is only one intended age group, leave the second column blank.</u>
Target Community Group	Use the drop-down to select the community group of the primary intended audience(s) for the program. It is completely okay if there is no specific community group. You must choose at least one category, even if that's "No specific community group." There is a second column where you can choose another community group, if there are multiple primary intended audiences for the program. Some options may not appear in the second drop-down, depending on what you chose in the first column (to avoid overlap).
Other Target Community Group	<u>If there is only one intended audience, leave the second column blank.</u>
Prevention Strategy #1:	There are six columns, one for each Prevention Strategy. Each column has a drop-down menu, allowing you to choose 'Yes' under the one or more Prevention Strategies that align best with the program. For strategies that don't align, you can choose 'No' or leave it blank. You must choose <u>at least one</u> ; however, you can select multiple strategies if they align with the program. If these cells are
Prevention Strategy #2:	
Prevention Strategy #3:	
Prevention Strategy #4:	

Prevention Strategy #5:	highlighted in yellow, with a red border, it means you have not selected any strategies yet, and should do so before moving on.
Prevention Strategy #6:	<i>(Refer to training materials and other resources for examples and guidance on choosing strategies.)</i>
Provincial Prevention Priority	Use the drop-down to identify the <u>one</u> prevention priority that best aligns with the program.

Community Events Tab Fields:

Activity Name	Enter a name for the event that clearly identifies it and distinguishes it from other activities.
Service Delivery Type	Use the drop-down to indicate how the event was delivered. Direct refers to services that are provided directly by the FCSS program or its staff. Indirect refers to services that are delivered by individuals or organizations funded through FCSS grants, who carry out programming or supports on behalf of FCSS but are not FCSS staff themselves.
Indirect Service Delivery Partner/Organization Name	If you selected Indirect Service Delivery in the previous column, type the name of the partner/organization who delivered the event. <i>If you selected Direct Service Delivery, this field will automatically be greyed out, meaning you do not need to enter anything here.</i>
Amount Funded	Type the dollar amount of funding that went towards the event.
Attendee Count	Enter the number of attendees. This is the number of people who attended or took part in any way in the event. If there was no formal registration, an estimated number may be submitted.
Level of Prevention	Use the drop-down to indicate the level of prevention that aligns best with the event [primary / secondary]. <i>(Refer to training materials and other resources for definitions.)</i>
Description of Social Prevention Activities	In this text field, describe the event in more detail, outlining what activities or components of the event contribute to social prevention.
Target Age Category	Use the drop-down to select the age category of the primary intended audience(s) for the event. It is completely okay if there is no specific age group. You must choose at least one category. There is a second column where you can choose another age category, if there are multiple age group targets for the event. Some options may not appear in the second drop-down, depending on what you chose in the first column (to avoid overlap).
Other Target Age Category	<u>If there is only one intended age group, leave the second column blank.</u>

Target Community Group	Use the drop-down to select the community group of the primary intended audience(s) for the event. It is completely okay if there is no specific community group. You must choose at least one category, even if that's "No specific community group."
Other Target Community Group	There is a second column where you can choose another community group, if there are multiple primary intended audiences for the event. Some options may not appear in the second drop-down, depending on what you chose in the first column (to avoid overlap). <u>If there is only one intended audience, leave the second column blank.</u>
Prevention Strategy #1:	There are six columns, one for each Prevention Strategy. Each column has a drop-down menu, allowing you to choose 'Yes' under the one or more Prevention Strategies that align best with the event. For strategies that don't align, you can choose 'No' or leave it blank. You must choose <u>at least one</u> ; however, you can select multiple strategies if they align with the event. If these cells are highlighted in yellow, with a red border, it means you have not selected any strategies yet, and should do so before moving on. <i>(Refer to training materials and other resources for examples and guidance on choosing strategies.)</i>
Prevention Strategy #2:	
Prevention Strategy #3:	
Prevention Strategy #4:	
Prevention Strategy #5:	
Prevention Strategy #6:	
Provincial Prevention Priority	Use the drop-down to identify the <u>one</u> prevention priority that best aligns with the event.

Information and Referrals Tab Fields:

Activity Name	Enter a name for the service that clearly identifies it and distinguishes it from other activities.
Service Delivery Type	Use the drop-down to indicate how the service was delivered. Direct refers to services that are provided directly by the FCSS program or its staff. Indirect refers to services that are delivered by individuals or organizations funded through FCSS grants, who carry out programming or supports on behalf of FCSS but are not FCSS staff themselves.
Indirect Service Delivery Partner/Organization Name	If you selected Indirect Service Delivery in the previous column, type the name of the partner/organization who delivered the service. <i>If you selected Direct Service Delivery, this field will automatically be greyed out, meaning you do not need to enter anything here.</i>
Amount Funded	Type the dollar amount of funding that went towards the service.
Type of Service	Use the drop-down to indicate whether it's an Information Service or a Referral Service.

	<i>(Refer to training materials and other resources for definitions and examples of these two types.)</i>
for referral services only: Total Referral Interactions Count	<p>If you selected "Referral Services" in the previous column, type the count/number of referral interactions. This number can be actual or estimated. <i>(One option is to sample referral interactions. Please refer to the Sampling Tool and guidance for more information.)</i></p> <p>If you selected "Information Services," this field will automatically be greyed out; no number is entered here, as FCSS programs are not asked to report the number of times information is provided. <i>(If you want to record a count of information services for your own purposes, feel free to add a column to do so.)</i></p>
Description of Social Prevention Activities	In this text field, describe the service in more detail, outlining what components of the service contribute to social prevention.

Community Development and Capacity Building Tab Fields:

Activity Name	Enter a name for the community development/capacity building activity that clearly identifies it and distinguishes it from other activities.
Service Delivery Type	<p>Use the drop-down to indicate how the activity was delivered. Direct refers to services that are provided directly by the FCSS program or its staff.</p> <p>Indirect refers to services that are delivered by individuals or organizations funded through FCSS grants, who carry out programming or supports on behalf of FCSS but are not FCSS staff themselves.</p>
Indirect Service Delivery Partner/Organization Name	<p>If you selected Indirect Service Delivery in the previous column, type the name of the partner/organization who delivered the activity.</p> <p><i>If you selected Direct Service Delivery, this field will automatically be greyed, meaning you do not need to enter anything here.</i></p>
Amount Funded	Type the dollar amount of funding that went towards the activity.
Type	<p>Use the drop-down to choose the community development/capacity building activity type that aligns best. There are 4 types to choose from.</p> <p><i>(Refer to training materials and other resources for definitions and examples.)</i></p>
Level of Prevention	<p>Use the drop-down to indicate the level of prevention that aligns best with the activity [primary / secondary].</p> <p><i>(Refer to training materials and other resources for definitions.)</i></p>
Description of Social Prevention Activities	In this text field, describe the activity in more detail, outlining what components of the activity contribute to social prevention.

Prevention Strategy #1:	<p>There are six columns, one for each Prevention Strategy. Each column has a drop-down menu, allowing you to choose 'Yes' under the one or more Prevention Strategies that align best with the activity. For strategies that don't align, you can choose 'No' or leave it blank.</p> <p>You must choose <u>at least one</u>; however, you can select multiple strategies if they align with the activity. If these cells are highlighted in yellow, with a red border, it means you have not selected any strategies yet, and should do so before moving on. <i>(Refer to training materials and other resources for examples and guidance on choosing strategies.)</i></p>
Prevention Strategy #2:	
Prevention Strategy #3:	
Prevention Strategy #4:	
Prevention Strategy #5:	
Prevention Strategy #6:	
Provincial Prevention Priority	Use the drop-down to identify the <u>one</u> prevention priority that best aligns with the activity.

Survey Data Tab Fields:

Activity/Activities You Collected Survey Data From	<p>To enter data for a specific activity (like a program or event), use the name you already used to refer to the activity when you entered its details.</p> <p>You can also enter survey results that are already combined/aggregated from multiple activity types. In this case, use a name that helps you identify what was combined.</p>
Activity Type	Use the drop-down to select which activity type it falls under (Programs, Community Events, Information and Referrals, Community Development and Capacity Building). You can also enter survey results that are already combined/aggregated from multiple activity types.
Category of Question	<p>Use the drop-down to select which type of question you are entering data for. Some categories of questions are only relevant for certain activity types. This is automatically filtered for you. <i>If you are entering a question that is not from the FCSS Question Catalogue, you can enter this data in the "Custom Survey" tab instead.</i></p>
Timing	Use the drop-down to choose whether you are entering Post-Only or Pre and Post data. (If you did one survey at the end of an activity, it's Post-Only. If you did a survey at the beginning and again at the end, it's Pre and Post.) Some question categories only have Post-Only versions.
Survey Question	Use the drop-down to select the survey question you're entering data for. These are automatically filtered for you based on the selections made under Activity Type, Category, and Timing selections.
Verification	You will not enter anything into this column. This column tells you whether your selections are "Verified" (meaning that everything

works, you can keep going) or that there is a "Mismatch," meaning you need to go back and check for red errors where something doesn't match up with your other selections.

Total Responses	Type the total number of people who answered this survey question for this activity or set of activities.
What to Count-Instructions	Do not edit this column or type anything. This column auto-fills with instructions. It tells you what number you will enter under the next column ("Number of People"), based on the survey question you chose. If this column is blank, you may need to go back and ensure you have selected something in all of the previous columns.
Number of People	This column is where you will enter the number that the previous column tells you, either the number of people who responded agree/strongly agree (for Post-Only questions), or the number of people who demonstrated a positive change from the pre to post surveys (for Pre and Post questions).
Percentage	You will not enter anything into this column. This column automatically calculates the percentage who report positive change / satisfaction / easy to access.

Custom Survey Data Tab Fields:

Activity/Activities You Collected Survey Data From	To enter data for a specific activity (like a program or event), use the name you already used to refer to the activity when you entered its details. You can also enter survey results that are already combined/aggregated from multiple activity types. In this case, use a name that helps you identify what was combined.
Activity Type	Use the drop-down to select which activity type it falls under (Programs, Community Events, Information and Referrals, Community Development and Capacity Building). You can also enter survey results that are already combined/aggregated from multiple activity types.
Timing	Use the drop-down to choose whether you are entering Post-Only or Pre and Post data. (If you did one survey at the end of an activity, it's Post-Only. If you did a survey at the beginning and again at the end, it's Pre and Post.)
Custom Survey Question	Here, you can enter a custom question (one not found in the FCSS Question Catalogue). Please note that custom survey questions are <u>not</u> reported in the FCSS annual report, and do not meet the minimum requirement to survey at least one program. However, you may still want to use them for your own learning and evaluation purposes.

Total Responses	Type the total number of people who answered this survey question for this activity or set of activities.
What to Count-Instructions	Do not edit this column or type anything. This column auto-fills with instructions. It tells you what number you will enter under the next column ("Number of People"), based on the timing of the survey. If this column is blank, you may need to go back and ensure you have selected something in all of the previous columns.
Number of People	This column is where you will enter the number that the previous column tells you, either the number of people who responded agree/strongly agree (for Post-Only questions), or the number of people who demonstrated a positive change from the pre to post surveys (for Pre and Post questions).
Percentage	You will not enter anything into this column. This column automatically calculates the percentage who report positive change.

Impact Narratives Tab Fields:

Enter impact narrative(s) below:	This is where you can enter an (optional) impact narrative for one or several activity categories (Programs, Community Events, Information and Referrals, Community Development and Capacity Building, and Direct Assistance, if applicable). <i>(Refer to training materials and other resources for more information about impact narratives and what to include/not include.)</i>
Character limit checker	You will not enter anything into this column. This column lets you know if the narrative is too short or too long.
# of characters	You will not enter anything into this column. This column tells you how many characters long the narrative is. There will be a character limit on the online reporting portal.

Direct Assistance Tab Fields:

Note: This section is only to be completed by programs who have received approval to provide direct assistance as a result of extenuating circumstances/public health emergency.

Activity Name	Enter a name for the assistance activity that clearly identifies it and distinguishes it.
Service Delivery Type	Use the drop-down to indicate how the assistance was delivered. Direct refers to services that are provided directly by the FCSS program or its staff. Indirect refers to services that are delivered by individuals or organizations funded through FCSS grants, who carry out

programming or supports on behalf of FCSS but are not FCSS staff themselves.

Indirect Service Delivery Partner/Organization Name	<p>If you selected Indirect Service Delivery in the previous column, type the name of the partner/organization who delivered the assistance.</p> <p><i>If you selected Direct Service Delivery, this field will automatically go grey, meaning you do not need to enter anything here.</i></p>
Amount Funded	Type the dollar amount of funding that went towards the assistance.
Description	This is a text field to describe the assistance provided in more detail.
Direct Assistance approved as a result of:	Use the drop-down to indicate what approval was provided to allow direct assistance (Public Health Emergency or Ministerial Approval).