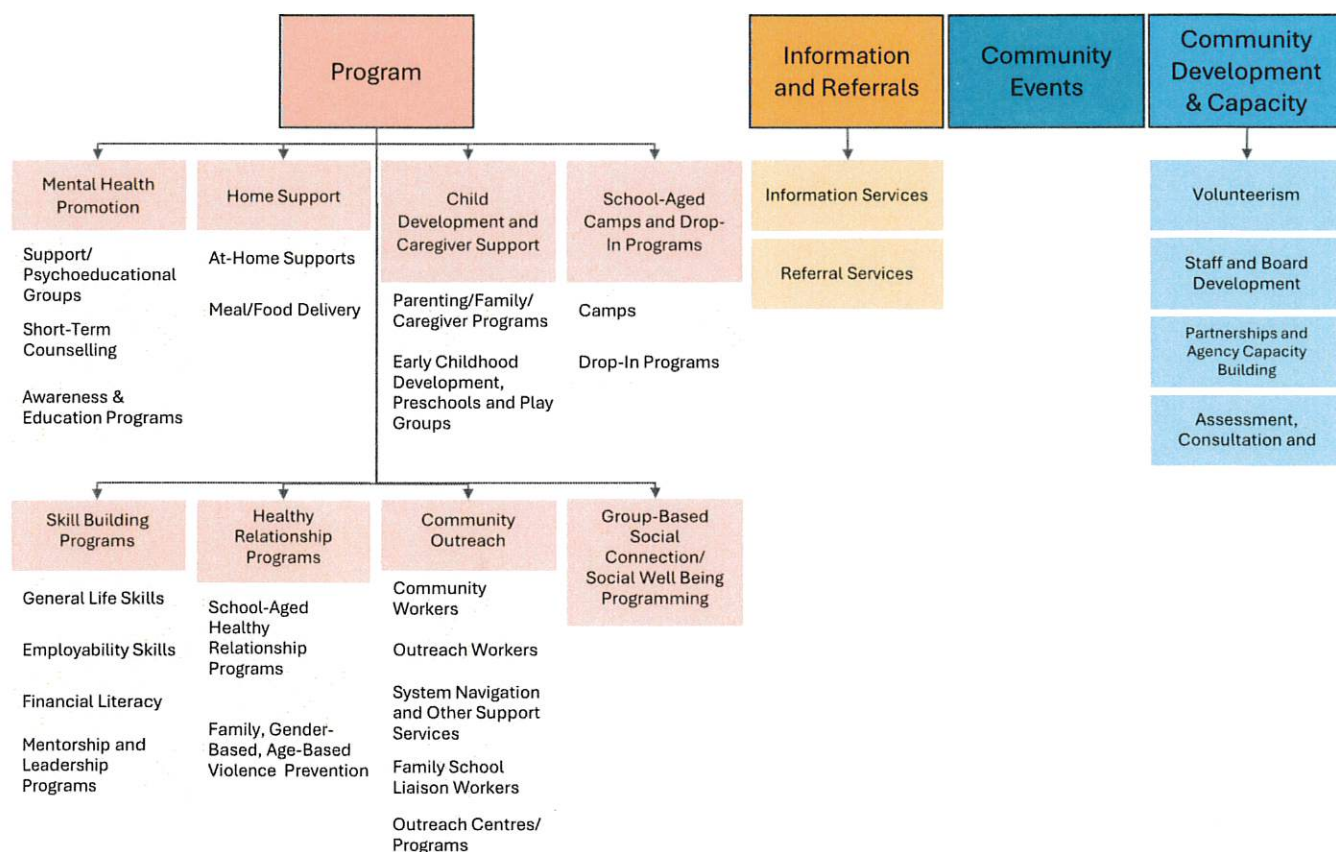


Family & Community Support Services Application Appendix A





Activity Categories & Descriptions





Programs



Overview: A “Program” is a service offering intended 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	Sub Type	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. <i>Note: Mental Health Support from a Family Liaison is included in Community Outreach.</i>	Support/ Psychoeducational Groups	Facilitated support groups designed to strengthen individuals' capacity to navigate life's challenges and their unique lived experiences. Examples: <ul style="list-style-type: none"> • Grief/loss groups • 2SLGBTQIA+ 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Light housekeeping • Minor home maintenance • Snow removal • Lawn maintenance • In-home or telephone companionship • Emergency/medical alert systems
		Meal/Food Delivery	Meal and food delivery programs designed to assist individuals who may need support in accessing food and essential meals. Examples: <ul style="list-style-type: none"> • Volunteer and coordination support for meal delivery programs • Delivery of food from food banks



Programs Continued

Type	Preventive focus	Sub Type	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: <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Before/after school drop in programs • Youth drop-in programs

Programs Continued

Type	Preventive focus	Sub Type	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <i>Note: marriage counselling and anger management is under Mental Health Promotion</i>	Family, Gender-Based or Age-Based Violence Prevention	Programs to prevent gender-based violence, elder abuse, family violence, and other relationships violence. Examples: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Anti-bullying programs

Programs Continued



Type	Preventive focus	Sub Type	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Social connection programs • Newcomers' programs • Peer groups • Community garden programs • Community kitchen programs • Movement classes for social connection • Elder gatherings

Information & Referrals

Overview: “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 Events

A **Community Event** is an organized occurrence that promotes 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”

Some examples include:

- Community Connection Cinema (Movie in the park)
- Stronger Together: Celebrating and Connecting Seniors (Seniors’ Week events)
- Neighbours Connected (Neighbourhood block party)

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Leadership programs • Training • Conferences
Partnerships and Agency 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 capacity building efforts. This also includes participation on boards and committees. Examples: <ul style="list-style-type: none"> • Interagency tables or networks
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: <ul style="list-style-type: none"> • Community consultations • Strategic planning • Social planning • Community needs assessments • Program evaluations

Family & Community Support Services Appendix B



Counting at-a Glance






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

	Key Performance Measure(s)	Key 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: <ul style="list-style-type: none"> 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).
Participants 	Number of times Albertans participated in local FCSS programming	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
Referrals 	Number of referral services provided by local FCSS programs	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> The definition of "Community Partnerships" can be found in the Glossary of Definitions". Local FCSS programs will be required to report on the total count of community partnerships.






Key Performance Measures Overview

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

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
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Using Emojis or Images



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.

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

← Prevention Strategy

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

← Two versions of each question (post only OR pre and post.

← Survey question

↑
Uniquely numbered questions

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.		
Survey Questions	Question #	Post-Only	Pre and Post
	6.8	As a result of this program, I am ready to build new relationships with people from 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 like I have stronger social connections.

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 not 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.