Common Outcomes Report (COR)
User Guide

Reporting Year

2023

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2023 EDMONTON FCSS MANDATORY OUTCOMES BY PROGRAM AREA 19

INTRODUCTION

In 2008, Children Services, Edmonton Region (CS), Edmonton Family and Community Support Services (Edmonton FCSS), and United Way of the Alberta Capital Region (UWAY) began to work on developing a common outcomes reporting form. This form arose from funded agencies requesting that funders work together to determine their shared information needs regarding outcome reporting and to mitigate the demands on the agencies reporting separately to each funder by streamlining reporting requirements.

To support this work, an Advisory Committee was created. This committee, comprised of Agency and funder representatives, reviewed the work of the Common Outcomes working group, provided input, and advised the working group as the Common Outcomes were developed and finalized. By 2013, the final common outcomes reporting form was created that included both output and outcome measurement information. As of 2020, CS funded partners no longer report through the common outcomes reporting form but CS continues to be involved in the Common Outcomes initiative in other ways.

To ensure comprehensive and representative Agency input, larger sector meetings were held regularly where Agency representatives (in addition to those represented by the Advisory Committee) were consulted with and provided input on all of the work being done. Together, the group began to address the challenges of incorporating different reporting needs, of rolling up a large amount of collective data, and of finding consistent approaches and tools for collecting the data.

Agencies and funders continue to work together to determine information needs; to co-develop common language and understanding; to focus on the impact of our sector, collectively; and to highlight the excellent work done by agencies in our community.

The information being collected on the Common Outcomes Report (COR) can be used in many ways. Program evaluation is not just a way to strengthen accountability for the use of resources, outcome measures can also help organizations to:

- Make decisions;
- Communicate program achievements more clearly to people and other organizations;
- Gain from the knowledge, experience and ideas of the people involved;
- Provide accurate and convincing information to support applications for funding.

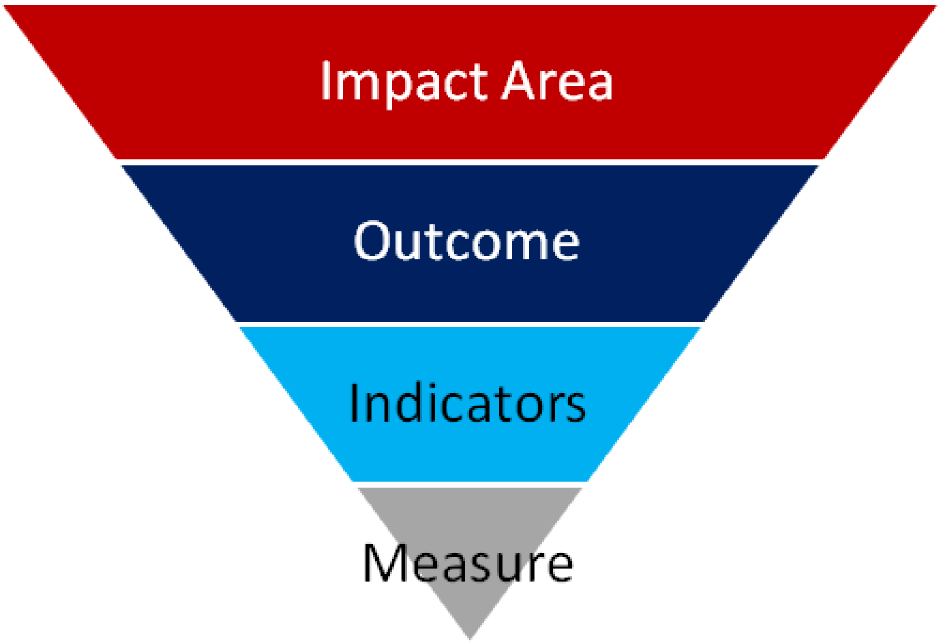
It also helps the funding partners to:

- Simplify the collection of data for funded agencies;
- Show collective social impact by aggregating the data from agencies funded through the region;
- Show the difference that prevention and early intervention programs make for children, youth; adults, seniors, families and communities throughout Edmonton and area;
- Assess if the programs are being adapted to better meet the needs of those they serve;
- Evaluate if programs are making a difference in the lives of the people they serve.

Have questions?
If you have questions about the common outcomes initiative or using the reporting tool please contact us at **sdeval@edmonton.ca**. If you have specific questions about completing your Common Outcomes Report, please contact your funder(s) directly.

COMMON OUTCOMES MEASUREMENT DATA COLLECTION

Every program receiving funds must report on the impact of that program. Below is how data is organized for common outcome measurement.



Each of the outcomes in the model fit under an impact area, which is the larger goal we are working to achieve together.

Programs report on their one or more assigned outcomes and corresponding indicators.

If the program is funded by Edmonton FCSS or UWAY, the programs must report on their assigned outcomes.

The two funders recognize that this still does not capture the entire impact a program has in the community, but it does allow for more comprehensive and accurate reporting.

BEFORE COMPLETING THE COR: THINGS TO KEEP IN MIND

- You must submit a form for ***each*** program for which your organization receives funding.
- Each program will receive a report link unique to that report. The email can be forwarded and shared with other program/organization staff if required. We recommend that only one person works on the report at a time.
- If you are funded by both funders only one copy will need to be completed for each program.
- All forms will be submitted online and then distributed to the appropriate funder(s).
- Many sections prompt the auto populate feature. This means that a selection in one area will influence the information you are reporting. Please ensure accuracy when filling out this form.
- Some sections must be answered in a specific way. If this is not done the form will not let you continue. When this occurs, an error message will pop up with instructions on how to continue.
- It is important that you answer all the questions in the form. **It is your responsibility to ensure the form is complete. There is a summary page at the end of the report to check your responses.**
  - If you want to do some of the work in advance or see the list of questions in the Common Outcomes Report, a workbook is available in the welcome email you would have received.

KEY DEFINITIONS

KEY TERMS & DEFINITIONS

COMMON OUTCOMES

Outcomes that are common between Edmonton FCSS, UWAY, and the Agencies they fund.

DATA

Information collected to evaluate CHANGE of participants to function at a level described in the indicator statement.

FTE (FULL TIME EQUIVALENT)

If your work week is 40 hours, then a person who works 40 hours a week is 1 FTE. If a person works 20 hours a week, that equals .5 FTE. Add up the number of FTE's (not the number of staff) who deliver services to program participants or support the work of the funded program.

INDICATORS

Are specific, observable, and measurable characteristics or changes, showing the progress a program is making toward achieving a specified outcome.

INDIGENOUS PARTICIPANTS

For the purposes of this report, indigenous participants are participants who have self-identified as First Nations, Métis, or Inuit.

MEASUREMENT TOOLS

Means by which you collect information to measure your impact.

NEWCOMER PARTICIPANTS

For COR, a Newcomer is someone who is dealing with the challenges of being new to Canada regardless of how many years they have lived in Canada.

OUTPUTS

The direct products of program activities, usually measured in terms of numbers.

OUTCOMES

Statements describing desirable changes for people, organizations, and communities.

STUDENTS

Students are the number of unique people who, through a formal/informal program of study, are gaining practical not- for-profit work experience designed to further their educational experience. Examples include: Community Service Learning, Co-op, Practicum student placements, and others.

UNIQUE PARTICIPANTS

Participants in your program who receive direct services. You may record participants for whom you have a file, have collected demographic data, are supporting to work towards a goal(s), and/or are collecting outcome data. Each participant is to be counted only once during the time period covered regardless of the number of program related services they receive.

VOLUNTEERS

Number of unique people who have offered their time at no cost to the program. Do not include individuals who are work experience students or those completing community service hours. This is captured in a separate category of the COR report.

USING THE REPORTING TOOL

PRE-FILLED DATA FIELDS

The report has been pre-populated with key pieces of information to make it as easy as possible to complete. Upon signing into the report the following fields are already completed:

- Organization & Program Name/Description
- Program Contact & COR Report Contact
- Funding Contact
- Program Area
- Funding Amounts (*as per program funding agreements*)
- Mandatory or assigned outcomes and indicators

Many of these fields will ask you to confirm if the information is still accurate, and if not, it will give you the opportunity to update it. Some of the fields do not allow you to make any updates. If you feel the information provided is incorrect (program area, funding amounts, or mandatory outcomes) please contact your funder and they will update the system.

SAVING, PRINTING, & RETURNING TO THE REPORT

Print or Save a PDF Copy of your report. As you are completing this report, at any point you can choose to print or save a PDF copy of the work you have completed by following the following steps:

1. Click the *Print* button at the bottom of the page.
2. A new tab will open with the full report. If this does not happen, adjust your pop-up blocker settings to allow pop-ups for this webpage.
3. Access your browser's print function by clicking the 3 dots (or in Firefox, the 3 lines) in the top right-hand corner of your browser, and then clicking *Print.*
4. Either a) select *Print to PDF* to save a PDF of your report to your computer or b) select your desired printer to print a hard copy of the report.

We recommend that you print your report prior to submitting it.

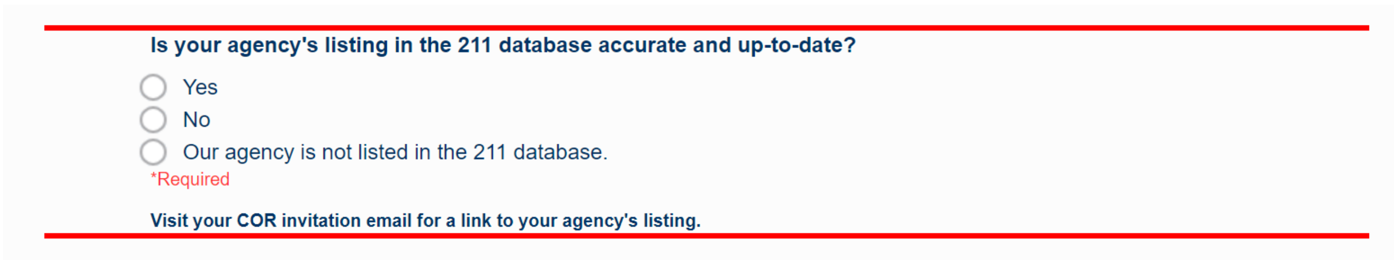
Save your progress. The report form will automatically save every time you move to the next page as well as whenever you press the *Save* button. Note that when you click the *Save* button you will be exited out of the form. If you fill out information on the page but do not move to the next page or do not hit the *Save* button before exiting your browser, the information you inputted on that page will be lost.

Once you have hit *Save* and exited the form, you can return anytime by clicking the link in your invitation email. It will return you to the place you left off in the report. *Note: You can also save the link to your favorites or bookmarks so that it is easy to find & return to.*

It is important to only have one person work on the report at a time. If multiple people use the tool concurrently, only one person's work will successfully save.

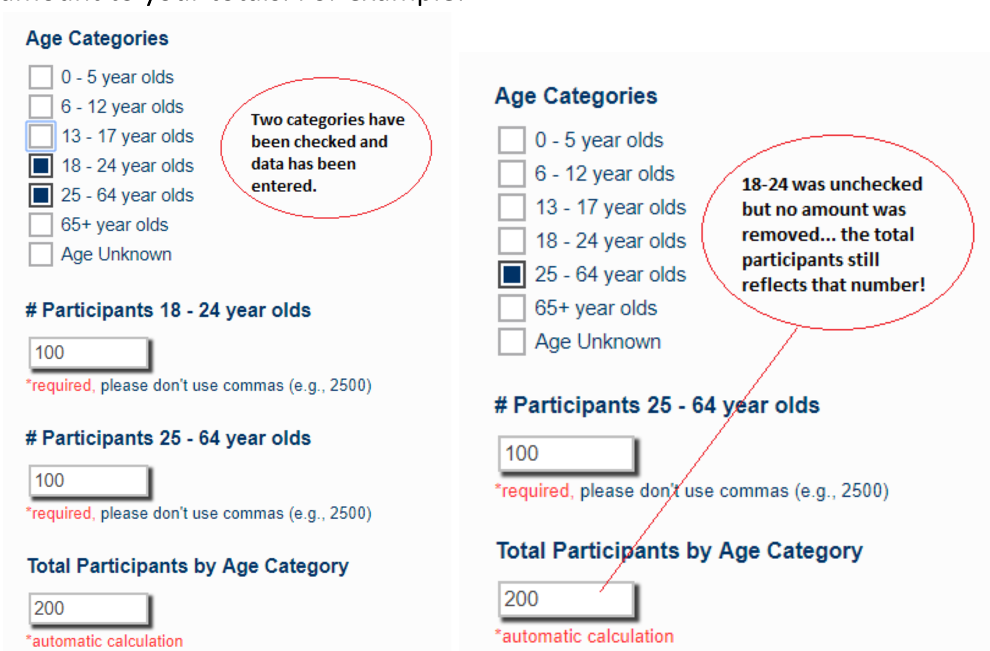
REQUIRED QUESTIONS

If you try to proceed to the next page without completing all the required questions on a page, you will see a red border around the question with a reminder to complete it before continuing on. Please enter the information and then continue to the next page. See example below:



CHECKING & UN-CHECKING BOXES

When you select any box and it opens an additional field to enter data into, that field is now live and is actively collecting data. If you enter an amount into that field and "uncheck" the box, it will still add that amount to your totals. For example:



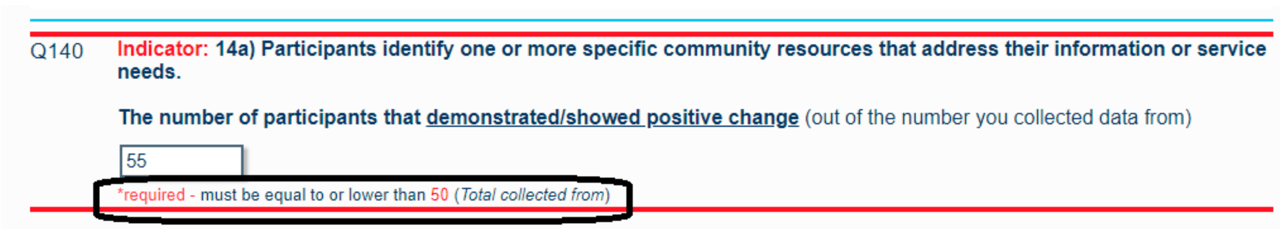
Please <u>remove any amount you have previously entered</u> before unchecking any box.

ERROR MESSAGES

The logic is built into the tool for auto-calculations to reduce as much human error as possible. For example:

- ***OUTCOMES DATA:*** If you collect data from **50 people,** you **cannot have 60 people** who experienced positive change.
- **UNIQUE PARTICIPANT DATA:** If you reported you had **20 participants aged 0-5 years old**, then you **cannot have 25 self-identified Indigenous participants that are aged 0-5 years old**.

The questions where this logic applies will have supporting text underneath providing instructions that the number must be equal to or lower than **XX** (a number you entered on a previous page). If an error is calculated, it will not let you continue until you go back and fix the error.

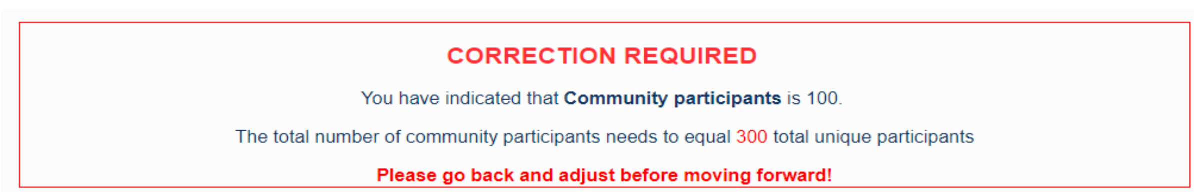

Q140 Indicator: 14a) Participants identify one or more specific community resources that address their information or service needs.

The number of participants that demonstrated/showed positive change (out of the number you collected data from)

55

*required - must be equal to or lower than 50 (*Total collected from*)

Error messages will appear with the red bars at the beginning and end of the question (as pictured above), or will appear when you hit the “Next” button, like this:


CORRECTION REQUIRED

You have indicated that **Community participants** is 100.

The total number of community participants needs to equal 300 total unique participants

Please go back and adjust before moving forward!

Any time you receive an error message, it should instruct you as to where the error has occurred. Go back, adjust the error and continue forward.

UPDATING 211

If your program has a profile within the 211 database you will be provided with a unique link within your Common Outcomes Report invitation email. The link will take you to your program's profile. Please review and make changes, if necessary, prior to continuing.

To update your listing please contact the 211 Community Resource Department at database@ab.211.ca or 780-392-8722, or visit https://ab.211.ca/question/.

If you don't have a unique profile the link will take you to a page where you can suggest a new listing. You can find out if your organization is eligible for a free listing in the 211 database by reviewing the listing criteria under Section 2.1 of this page.

COMPLETING THE COMMON OUTCOMES FORM

This section will assist you in filling out the Common Outcomes Report online form. It is extremely important that the form is completed in order. Because of the way that the form is set up, you will need to answer certain questions in order to see particular responses in the following pages. A list of the questions is available here.

SECTION 1: OVERVIEW

a) Agency and Program Information (autofilled)

Your organization and program name will be automatically filled in. If there are any problems with this data please contact your funder.

b) COR Report Recipient Contact Info (autofilled/confirm/adjust)

This is the person who receives the Common Outcomes Report each year. The system will prompt you to confirm if it is still correct. If for any reason this has changed, please provide the updated information. Please note, if you have changes throughout the year, **always make sure your Funder is aware so we can update the system.**

c) Program Contact Info (autofilled/confirm/adjust)

This is the person who is the main contact for the program. It may or may not be the same person that the Common Outcomes Report goes to. The system will prompt you to confirm if it is still correct. If for any reason this has changed, please provide the updated information. Please note, if you have changes throughout the year, **always make sure your Funder is aware so we can update the system.**

d) Program Details (autofilled/confirm/adjust)

We have auto-filled your program description from last year. The system will prompt you to confirm if it is still correct. If for any reason this has changed, please provide the updated information. Please note, this description should be only 2-3 sentences and has a limit of 500 characters. This description will be used publicly.

e) 211 Update

This is your annual reminder to ensure that 211 is updated with all your program information. You now have a personalized link in your COR invitation email to update 211 if needed. This section will ask you to confirm that you updated or that there was no update required.

SECTION 2: PROGRAM INPUTS

a) Funding Sources

Funding amounts from COI funders (FCSS and UWAY) will be autofilled with the funding amounts from your agreement(s) with the funders. If for any reason this number is not accurate, please contact your Funding contact to correct.

Other Sources of Funding

If your program has funding outside of Edmonton FCSS, and UWAY, please provide the funding breakdown for this program/partnership. We are interested in further understanding the "Other Funding" category and reporting where the various sources of funding are coming from for the sector. For each category you select, a box will appear for you to enter the dollars of funding that comes from that source. Please make this number as accurate as possible.

b) Program Supports

Full-Time Equivalents[1]: Enter the TOTAL number of Full Time Equivalents used by this program.

Indicate whether or not your program utilizes **volunteers, students/practicum students, both, or neither (not applicable).** Based on your selection the appropriate fields will open.

Volunteers[2]: Enter the number of volunteers and the number of volunteer hours that supported this program. Do not include students/practicum students in this number.

Students/Practicum Students: Enter the number of students and the number of student hours that supported this program.

c) FCSS Funded Programs - Additional Program Specific Questions

Partnership Programs ONLY: Edmonton FCSS is required to report to the Province on current initiatives & partnerships in the community. Only programs that receive funding specifically for a partnership will be asked to complete this set of questions. Regular core funded programs no longer have to report on partnership data through the Common Outcomes Report. If you are funded as a partnership, you can visit the workbook (available here) for a list of the questions.

Information & Referral Programs ONLY: This question will only show up if you are funded by Edmonton FCSS and are under the Information & Referral Program Area. We recognize you may not collect all of this data, but please provide any information you can. If you have not collected it to date, do not worry, you do not have to include it if you do not have it. If you do not collect this information click NO and continue on.

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[1] *If your work week is 40 hours, then a person who works 40 hours a week is 1 FTE. If a person works 20 hours a week, that equals .5 FTE. Add up the number of FTE's (not the number of staff) who deliver or support the provision of services to program participants.*

[2] *Number of unique volunteers who have offered their time at no cost to the program. Do not include individuals who are work experience students or those completing community service hours. This is captured under students/practicum students.*

SECTION 3: UNIQUE PARTICIPANTS

Unique participants are participants in your program who receive direct services. Each participant should be counted only once during the time period covered regardless of the number of program related services they receive.

a) Unique Participants by Age

We understand there can be challenges when collecting data on unique participants in your program. However, the data continues to be an important part of reporting because it both demonstrates the number of participants potentially impacted by services and identifies where services are most heavily allocated. There is a category for “Age Unknown” to capture the participants where you are not sure of their age. Only use this category if absolutely necessary.

The age groups are as follows: **0-5, 6-12, 13-17, 18-24, 25-64 and 65+**. As you select each category, it will open up a box for you to enter the number of participants you have in that age group. Once all your individual age groups are completed, a total will be calculated for you at the bottom.

b) Participant Demographics for Indigenous Participants

A question will first prompt you to answer whether or not you ask participants to self-identify as **Indigenous**. If you do not collect or do not wish to share this data, please select NO and continue on. If you do collect this data for the program, please select YES.

This question demonstrates how many of your TOTAL UNIQUE PARTICIPANTS have self-identified as Indigenous. **Only the age categories that you selected in the 3a) TOTAL UNIQUE PARTICIPANTS question will be shown here. Complete the number of Indigenous participants you have for each of the categories, or use the age unknown category if necessary.**

Please note: the total number of Indigenous participants cannot exceed your total number of Unique Participants identified in 3a. If it does, it will not let you move forward.

c) Participant Demographics for Non-Indigenous Persons of Colour / Racialized Participants

A question will first prompt you to answer whether or not you ask participants to self-identify as **persons of colour or as racialized**. If you do not collect or do not wish to share this data, please select NO and continue on. If you do collect this data for the program, please select YES.

This question demonstrates how many of your TOTAL UNIQUE PARTICIPANTS have self-identified as a non-Indigenous person of colour or as a racialized person. **Only the age categories that you selected in the 3a) TOTAL UNIQUE PARTICIPANTS question will be shown here. Complete the number of non-Indigenous racialized participants you have for each of the categories, or use the age unknown category if necessary.**

Please note: the total number of non-Indigenous Persons of Colour / Racialized participants cannot exceed your total number of Unique Participants identified in 3a. If it does, it will not let you move forward.

d) Participant Demographics for Newcomer Participants

A question will first prompt you to answer whether or not you ask participants to self-identify as a **Newcomer**. If you do not collect or do not wish to share this data, please select NO and continue on. If you do collect this data for the program, please select YES.

This question demonstrates how many of your TOTAL UNIQUE PARTICIPANTS have self-identified as a Newcomer. **Only the age categories that you selected in the 3a) TOTAL UNIQUE PARTICIPANTS question will be shown here. Complete the number of Newcomer participants you have for each of the categories, or use the age unknown category if necessary.**

Please note: the total number of Newcomer participants cannot exceed your total number of Unique Participants identified in 3a. If it does, it will not let you move forward.

Reminder: *Your total number of Indigenous participants and/or non-Indigenous Racialized participants cannot exceed the total of your overall Unique Participants. Similarly, your total number of Indigenous participants and/or Newcomer participants also cannot exceed this total. For example, you have 100 total unique participants: 50 are age 0-5 and 50 are age 6-12. You must have 50 or less participants aged 0-5 that have self-identified as either Indigenous and/or Newcomer or as Indigenous and/or Racialized. However, as a participant may be Racialized as well as a Newcomer, the sum of these two categories may be greater than 50.*

e) Participant Demographics: Gender Identity

The report will prompt you to identify whether you collect participants' gender. If you do not collect or do not wish to share this data, select NO and move on. If you do collect this data, please select YES and enter the number of participants from each of the gender categories below. For this section, we are using the gender categories outlined in PolicyWise's Demographic Datapedia. For more information, please see *Section 2.3.2 Diagram of Response Options* under *Section 2. Gender Variable*, here: https://policywise.com/buildbetterdata/datapedia-gender/.

Boy/Man/Male
Girl/Woman/Female
Gender diverse
Gender identity not listed above
Prefer not to answer
Information not gathered

Place as many unique participants as possible in the categories. For any remaining unique participants, please enter them into **Information not gathered.** If the "Gender identity not listed above" option is selected, you will be invited to provide the following optional information:

If available, please list any gender identities or language preferred by your participants to help us ensure future reports use language and categories inclusive to all people served.

OUTCOMES SECTION - Assigned Outcomes & Indicators

You will be asked to report on the assigned outcomes/indicators as per your FCSS funding agreement. These outcomes & indicator(s) will automatically appear for you to report.

SECTION 4: FOR EACH INDICATOR REPORTED

For each assigned indicator, you will be asked to report on the following:

When data was collected: Select when the majority of the data was collected: *pre, post, pre & post, during the program, during & post, follow up, and pre, during & post.*

What tool did you primarily use to collect the data: Select the primary tool you used to collect the data: *Administrative statistics, direct observations, group discussions, interviews, review of charts or other documentation, survey/questionnaire.*

Click onto the next page.

Number of Participants you ATTEMPTED data collection: Enter in the number of participants you attempted data collection with (*note: it must be equal to or less than your total number of Unique Participants).*

Click onto the next page.

Number of Participants you ACTUALLY collected data from: Enter the number of participants you actually collected data from (*note: it must be equal to or less than your total number attempted).*

Click onto the next page.

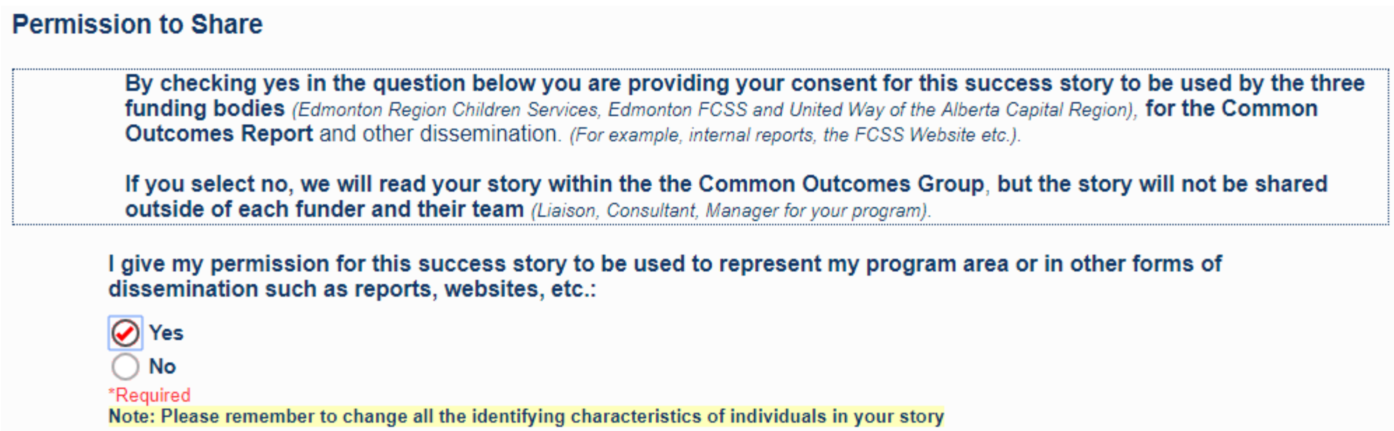
Number of Participants that demonstrated or showed positive change: Enter the number of participants that experienced or demonstrated positive change, out of those you collected data from (*note: it must be equal to or less than your total number collected data from*).

Key Themes & Positive Change: Use this space to provide some context to the positive change you just reported. What does positive change look like for this outcome/indicator? How do you know positive change has occurred?

SECTION 5A: SUCCESS STORY

As an optional question, please share a success story that best reflects the difference the funded program has made with your participants/community and that you are comfortable sharing publicly. Please alter any identifying details. **This includes changing the names of any staff or participants you are describing in the story.**

In order to streamline our process we have added a check box where you can give us permission automatically to use your success story in any materials the funders publish. This will save us from having to contact your organization to get your permission at a later date. If you prefer the funders to just read the story and not share it, please select the option "No, I do not want this story to be shared beyond my report."



Permission to Share

By checking yes in the question below you are providing your consent for this success story to be used by the three funding bodies *(Edmonton Region Children Services, Edmonton FCSS and United Way of the Alberta Capital Region)*, **for the Common Outcomes Report** and other dissemination. *(For example, internal reports, the FCSS Website etc.).*

If you select no, we will read your story within the the Common Outcomes Group, but the story will not be shared outside of each funder and their team *(Liaison, Consultant, Manager for your program).*

I give my permission for this success story to be used to represent my program area or in other forms of dissemination such as reports, websites, etc.:

- [x] Yes
- [ ] No

*Required

Note: Please remember to change all the identifying characteristics of individuals in your story

As a reminder, you should be obtaining consent from participants before submitting their story!

SECTION 5B: REFLECTION QUESTIONS

Consider working through them as a team first and then summarizing the responses for the report. The goal of these questions is for the funded agencies (and then the funders) to reflect on what we are learning from evaluation, highlight the difference the programs are making, what can be done better, and look at the impact of all the programs together.

Reflection Questions (for all programs except those receiving FCSS Partnership/Collaboration Funding)

Thinking about the program: *(Optional)*

Tell us about some evaluation learnings you had in the last year. Discuss with your team and provide one or two examples.

Thinking about deeper, enduring impact for participants: *(Optional)*

How are participant's lives being changed as a result of the program?

Thinking about barriers to success: *(Optional)*

You will be asked to select from a list of barriers:

1. Which barriers outside of your core programming you *have addressed* through additional program planning, activities and/or budget (i.e it's not part of the program activities but is required to help support participants in achieving their goals).
2. Which barriers outside of your core programming you notice your participants facing but that you were *not* able to address.

Barriers list:

- ❏ Access to computers/technology
- ❏ Access to cultural teachings, language, learning
- ❏ Childcare
- ❏ Clothing
- ❏ Connection to community resources
- ❏ Counseling
- ❏ Employment supports (i.e. work wear, resumes etc)
- ❏ Food
- ❏ Housing Supports
- ❏ Literacy
- ❏ Transportation
- ❏ Mental Health & Addictions
- ❏ None of the Above

You will also be asked to identify if there are any other or new barriers your participants are facing, and if so, how you have been trying to address them.

Evaluation Reflection – FCSS Partnership/Collaboration Funding

If you are reporting to FCSS as a **funded partnership**, the reflection questions will be slightly different to reflect working in partnership.

Thinking about the program/partnership: *(Optional)*

Tell us about some evaluation learnings you had in the last year. Discuss with your team and provide one or two examples.

Thinking about the impact on the community: *(Optional)*

Please describe how the community impact was increased or decreased due to the work of the partnership/collaboration. If there were challenges, how did you overcome them?

Thinking about working together: *(Optional)*

By working together, has the partnership/collaborations identified new ways to solve problems? Please explain.

How has working in partnership/collaboration increased your ability to more effectively meet the needs of our participants or the community (for example, freed up resources, gained access to new resources, gained expertise, increased efficiency, etc.)? If it hasn't, why do you think that is?

Thinking about deeper, enduring impact for participants or systems... *(Optional)*

How is the work of the stakeholders/partners changing the lives of participants or the system they are within?

Thinking about barriers to success: *(Optional)*

You will be asked to select from a list of barriers:

1. Which barriers outside of your core programming you *have addressed* through additional program planning, activities and/or budget (i.e it's not part of the program activities but is required to help support participants in achieving their goals).
2. Which barriers outside of your core programming you notice your participants facing but that you were *not* able to address.

Barriers list:

- ❏ *Access to computers/technology*
- ❏ *Access to cultural teachings, language, learning*
- ❏ *Childcare*
- ❏ *Clothing*
- ❏ *Connection to community resources*
- ❏ *Counseling*
- ❏ *Employment supports (i.e. work wear, resumes etc)*
- ❏ *Food*
- ❏ *Housing Supports*
- ❏ *Literacy*
- ❏ *Transportation*
- ❏ *Mental Health & Addictions*
- ❏ *None of the Above*

You will also be asked to identify if there are any other or new barriers your participants are facing, and if so, how you have been trying to address them.

SUPPLEMENTARY INFORMATION (OPTIONAL)

If you need to provide any additional information, context or clarifying notes about the data or the contents of the report, there is a text box at the end of the report. This is *entirely optional*, and only needs to be completed if you choose to provide additional or supporting information.

In addition to this text box, there is also an opportunity to provide a link to other research or evaluation reports that supplement this Common Outcomes Report. This is *entirely optional*, and only needs to be completed if you choose to provide a link.

EMAILING THE REPORT

Proof of COR report submission will automatically be sent to:

1. The COR Report Contact
2. The Program Contact
3. Your Funder(s)

COR REPORT SUMMARY PAGE

You have now completed all of the questions of the report and will see several pages summarizing the content you have entered. Please review the contents of the report at this time. If there are any changes that you wish to make, click *back* as many times as necessary to return to the relevant page of the editable section of the report. To avoid having to navigate back and forth between the editable report and the summary multiple times, we recommend that you review the full summary, making note of all desired changes, and then go back to the editable report to make all of those changes at one time. **Please note that once you submit the report, you will not be able to make any edits or changes.**

COR REPORT SUBMISSION PAGE - PRINT, SAVE AND/OR SUBMIT

From this page you have the following options:

Move backwards and continue working on the report

Use the *Back* button to return through the report and keep working on it before you submit.

Print (or save a PDF copy of) your report

You can print the entire report (or save to PDF) from the Report Submission Page by following the steps below:

1. Click the *Print* button
2. A new tab will open with the full report. If this does not happen, adjust your pop-up blocker settings to allow pop-ups for this webpage.
3. Access your browser's print function by clicking the 3 dots (or in Firefox, the 3 lines) in the top right-hand corner of your browser, and then clicking *Print.*
4. Either a) select *Print to PDF* to save a PDF of your report to your computer or b) select your desired printer to print a hard copy of the report.

Save and come back later to submit

If you are not quite ready to submit the report, you can save it and when you return it will open back up to this page so you can submit. Please remember to come back and submit the report before the deadline!

Submit your report (once you submit you cannot edit!)

Click the green *Submit* button to submit your report. Once you do so, you will not be able to make further changes to your report. Proof of submission will automatically be emailed to your:

1. Originally identified Reporting Contact and new contact if applicable
2. Originally identified Program Contact and new contact if applicable
3. United Way Funding Contact

APPENDIX A:
2023 EDMONTON FCSS MANDATORY OUTCOMES BY PROGRAM AREA

Due to provincial reporting requirements, Edmonton FCSS funded agencies are required to report on mandatory outcomes year over year. Please consult your operating requirements letter to confirm your assigned mandatory outcome.

Outcome	Indicator
Healthy Social Emotional Development	
Children and youth have improved developmental skills	1a) Participants demonstrate developmentally appropriate skills in one or more of the following areas: personal/social skills, communication skills, problem solving skills, or coping skills
Caregivers have the tools and skills to support healthy social development in their children	5b) Caregivers identify strategies to apply in one or more of the following areas: providing a nurturing environment, helping their children develop age-appropriate skills, providing positive feedback to children, addressing children's behaviour challenges, setting boundaries, or transferring traditional knowledge or skills
Participants have improved networks of social support	1b) Participants demonstrate/report behaviours or feelings that are consistent with some of following of the eight developmental assets: (social competency)
Positive Mental Health	
Participants have improved skills to develop and maintain positive mental health	2a) Participants demonstrate characteristics likely to help them maintain positive mental health (eg, resiliency, optimism, positive self-esteem, and/or sense of meaning/purpose)
Participants have increased knowledge of community resources.	12a) Participants identify community resources that could address their information or service needs (e.g., could be for caregiving, relationships, mental health, physical health, basic needs, abuse, community connections, intergenerational trauma or other issues).
Participants access resources to address their specific mental health needs	13f) Participants access mental health resources that are culturally and/ or socially responsive (eg, mental health resources for LGBTQ2S+, Indigenous, and/or newcomer persons)
Participants have improved networks of social support	14b) Participants report having sources of personal, cultural, community, or professional support
Healthy Relationships	
Participants have improved skills to develop and maintain healthy relationships	2d) Participants demonstrate skills likely to help them maintain healthy relationships (eg, conflict resolution, problem solving, healthy communication, decision making)
Participants have improved networks of social support	14c) Participants report that they feel safe (physically, emotionally, financially) with people in their lives

Poverty Reduction & Homelessness Prevention	
Participants have improved skills to address identified issues	2c) Participants demonstrate skills in money management/financial literacy (eg knowledge related to budgeting, asset building, financial literacy, government benefits and subsidies, savings, decreasing debt)
Participants access community resources that meet their needs	13h) Participants access resources that promote financial stability (eg, employment opportunities, career counselling, financial literacy training, accessing benefits and/or subsidies)
Evolving the Social Sector	
Enhanced collaborative efforts	11b) Participants of the collaborative report that they are better able to meet community needs due to working together.
Strengthened individual skills within organizations	9d) Organization staff or volunteers report relationships/connections have been enhanced
More effective community organizations	10b) Organizations report resources (e.g., research, tools, and templates) have strengthened organizational capacity (e.g., board and financial governance, succession planning, evaluation support).