

FCSS Social Inclusion Indicators

Solid lines within each Dimension denote different Domains.

INTAKE AND ADMINISTRATIVE DATA

- # 1 – Intake / Registration – Demographic Questions
- # 2 – Client Discontinued Form
- # 3 – Header File
(client identification data used with each post-test)

DIMENSION 1: ↑ SOCIAL NETWORKS & SOCIAL SUPPORT / ↑ SOCIAL CAPITAL

- # 4 – Positive Social Ties and/or Bonding Social Capital
- # 5 – Bridging Social Capital

- # 6 – Social Inclusion – Social Participation
- # 7 – Social Inclusion – Participation in Neighbourhood
- # 8 – Social Inclusion – Economic Participation; Education & Training / Employment / Income

- # 47 – Cultural Safety and Cultural Programming
- # 48 – Cultural Role Modelling and Mentoring
- # 49 – Historical Indigenous Knowledge
- # 50 – Sense of Cultural Belonging and Feeling Supported
- # 51 – Personal Advocacy and a Sense of Empowerment

DIMENSION 2: ↑ ADULT PERSONAL CAPACITY / ↑ ECONOMIC SELF-SUFFICIENCY / ↓ FAMILY POVERTY

- # 9 – Basic Functional Life Skills
- # 10 – Financial Literacy / Assets / Debt
- # 11 – Safety from Domestic Violence
- # 12 – Pregnancy Prevention (Youth Grades 10-12 or Adults)

- # 13 – *There is no Survey 13 – Use Survey 8.*
- # 14 – Individual / Family Poverty – Perceptions
- # 15 – Long-Term Decreased Expenses; Increased Income from Sources other than Employment
(program staff to complete Survey 15)
- # 16 – Poverty Reduction – Emergency / Short-Term Help
(program staff to complete Survey 16)
- # 17 – Food Security
- # 18 – Housing Stability and Suitability

DIMENSION 3: ↑ FAMILY COHESION / MANAGEMENT / ↑ PARENTING SKILLS

- # 19 – Family Cohesion – Parent / Adult Questions

(continued)

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DIMENSION 3: ↑ FAMILY COHESION / MANAGEMENT / ↑ PARENTING SKILLS (CONTINUED)

- # 20 – Parenting – Parent Questions
- # 21 – Parenting – Youth Questions (Grades 7-12)

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- # 52 – Understanding Traditional and Community-Based Parenting Practices
 - # 53 – Use of Traditional and Community-Based Practices

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- # 54 – Traditional Healing Practices for Individuals
 - # 55 – Understanding the Impact of History as a Part of the Healing Process

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- # 56 – Understanding Ceremony as Healing
 - # 57 – Accessing Ceremony for Healing

DIMENSION 4: ↑ CHILD & YOUTH POSITIVE DEVELOPMENT

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- # 22 – Children – Grades 4-6 – School Engagement, Success
 - # 23 – Youth – Grades 7-12 – School Engagement, Success

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- # 24 – Children – Grades 4-6 – Positive Friendships / Social Skills
 - # 25 – Children – Grades 4-6 – Engagement in Community
 - # 26 – Children – Grades 4-6 – Helps and Respects Others
 - # 27 – Children – Grades 4-6 – Adult Confidant
 - # 28 – Youth – Grades 7-12 – Friendships
 - # 29 – Youth – Grades 7-12 – Adult Confidant
 - # 30 – Youth – Grades 7-12 – Positive Peer Relationships
 - # 31 – Youth – Grades 7-12 – Good Social Skills
 - # 32 – Youth – Grades 7-12 – Engagement in Community

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- # 33 – *There is no Survey 33.*
 - # 34 – Children – Grades 4-6 – Self-Esteem, Self-Confidence, Optimism
 - # 35 – Children – Grades 4-6 – Ability to Cope Effectively with Challenges
 - # 36 – Children – Grades 4-6 – Pro-Social Attitudes, Clear Values
 - # 37 – Children – Grades 4-6 – Sense of Belonging
 - # 38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity
 - # 39 – Youth – Grades 7-12 – Ethnocultural Identity
 - # 40 – Youth – Grades 7-12 – Sense of Belonging
 - # 41 – Youth – Grades 7-12 – Pro-Social Attitudes, Clear Values

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- # 42 – Children – Grades 4-6 – Activities
 - # 43 – Youth – Junior / Senior High – Activities
 - # 44 – Youth – Junior / Senior High – Constructive Use of Time
 - # 45 – Child Abuse Prevention (multi-site school-based programs)
 - # 46 – *There is no Survey 46 – Use Survey 12.*

Policy or Systems Change
Community Development Contributions
Outputs Only
Infrastructure