

# Common Outcomes & Indicators – Common Tool Questions (December 5, 2013)

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## Preamble

### ***What Are the Common Tool Questions?***

We have developed a collection of questions that address:

- A mix of questions that will suit a mix of quantitative and qualitative methods.
- Flexibility of how questions can be asked (such as survey or interview, some questions also allow for staff observation, creative methods, group discussion/reflection) – so you can decide what the best fit is for you and the people in your program.
- Language and format that will work across program areas and populations
- Feasibility in terms of response time for participants and staff

For each indicator, we have presented at least one closed question and at least one open-ended question.

Each question is written at a 'mid-level' of specificity, so that it can apply across multiple program areas that use the same common indicator for which the question is written.

For a particular common indicator, you may wish to choose the question(s) for that indicator that is (are) most relevant to your program. This would be similar to what you now do when you choose the most relevant indicators for a common outcome. Not all questions will be relevant to all agencies/programs.

### ***Where Do the Questions Come From?***

All questions have at least 'face validity' – they appear to measure the intent of the indicator. In some cases, we drew from agencies' existing tools for content.

Many questions come from other sources (such as existing tools); others were developed 'from scratch' using general principles of writing evaluation questions.

Some questions/tools come from research literature or population surveys, and have had further reliability and validity testing done. Some of the more 'formal' questions/tools from literature are public domain (Nobody's Perfect Parenting Program, Community Capacity Building Tool – both from Public Health Agency of Canada), but others are copyrighted. In the latter cases, we used broad dimensions from these tools in our questions and refer to the copyrighted tool. If agencies or their funders wish to order these tools, there would be a fee to purchase. (We understand that some agencies may already be using some of these measures for their own evaluation purposes.)

We made some trade-off decisions for some questions, with regard to how direct & specific versus how familiar a format is (to participants) and quick to use.

### ***How Can You Use These Questions with Your Existing Agency Tools?***

These questions are intended to strengthen your already existing data collection methods and tools (not replace them). That is, questions can be embedded within tools you are already using.

We have created a sample 'mock survey' that demonstrates how questions can be selected and inserted into an existing tool. This type of process will allow agencies to insert 'common questions' into their existing tools (surveys, interviews, etc), so agency staff can include some of these common tools with their own agency-specific questions.

The instructions and informed consent information in the 'mock survey' tool can be adapted to other methods (such as one-to-one or group interviews, creative methods, staff observation).

If you use any of these questions, please keep the wording provided, so as not to change the measurement intent of the question. However, do feel free to make minor changes to fit your context; for example substitute the word "client" or "user" for "participant", if you wish. For many questions, you will need to insert the name of your program in the question – where you see [program] in brackets. For some questions, you can choose words that make the most sense for your program (for example, choosing among "program", "service", "resource" or some other term that fits).

### ***Do You Have to Use These Questions?***

Your funding liaison person will let you know if there are certain questions that may be especially useful to ask your participants, and if there is any expectation about reporting on particular questions.

Try out the questions that you like best for your program, and let your funder know which of those questions work well and which ones may still need some work or change. Agency feedback has been integral to the whole process of developing the common outcomes, common indicators, and now the common tool questions. You or someone in your agency may have participated in some of those discussions. Your feedback is valued.

### ***When Would You Ask These Questions?***

We are aware that there will likely be variation in the times at which agencies can ask questions or make observations of participants. For some agencies pre (BEFORE) and post (AFTER) measurement is feasible, but for others, it is not. Some agencies may decide to slightly modify BEFORE and AFTER to early-program and late-program (we still consider that BEFORE-AFTER). For some agencies, it may work best to ask questions or make observations at one point in time, at/near the end of the program – either because participants would not be able to provide an accurate BEFORE-program measure (e.g., when self-rating their own skills), or because of concerns about resource limitations for staff, response burden for participants, or participant life circumstances that limit multiple measures (e.g., transience). In some cases, it may be feasible to ask participants AFTER to reflect back on how they were doing BEFORE the program; in other cases only an AFTER measure may be practical to gather. We considered these challenges when we were developing and revising these questions, and our NOTES throughout the document suggest options (and in some cases, limitations).

### ***What Are the Supplementary Questions?***

While we were going through the process of developing these questions, we sometimes thought of other questions that did not quite measure the indicator, or that went beyond the indicator. We have included these questions as Supplementary Questions (under green headings, and in a different font), because agencies may find them of interest for their purposes, beyond COG reporting.

### ***How to Navigate This Document?***

The main part of each question in bolded blue, as is each question number. Response categories, prompts, and other instructions or comment are in black type. Any notes we have about a question begin with NOTE: in red. To avoid repetition of notes within an outcome section, we often refer you back to an earlier note in that section.

The questions you have received are for the common outcomes/indicators for your program area, as determined with your funder. Please note that because there are often multiple program areas that report on the same outcome, you may see questions that do not seem relevant to your program, That is OK; those questions will be more relevant to another program area that reports on the same outcomes/indicators.

If you are interested in also using some of the questions that go with other common outcomes/indicators outside your program area, please ask your funder for the version(s) of this document that covers the other outcomes/indicators of interest to you.

	Common Outcomes	Indicators	Tool Questions
A	<p><b>A. Participants have healthy relationships</b> (Adult support)</p>	<p>a) Participants report positive interactions with important others<sup>1</sup></p>	<p><b>NOTE:</b> The following question could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not understand what healthy relationships look like), you may wish to ask them to do two ratings AFTER. In this case, you could use the question at the end of the program (AFTER measure), then ask them to answer it again while thinking about their experience with this person BEFORE they started the program. It is best to ask them to do the BEFORE rating without them being able to see their AFTER rating, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response. For example, if you are asking questions for several of the indicators that go with Outcome A on healthy relationships, you could ask each AFTER question, then go back and ask the BEFORE ratings.</p> <p><b>(Survey or interview with participant):</b>  <b>(a.1) Think of the people who matter to you the most in your life. Overall, how would you rate the quality of your interactions when you are with these people?</b></p> <p>1 Strongly negative  2 Negative  3 Neither positive nor negative  4 Positive  5 Strongly positive</p>

<sup>1</sup>Spouse/partner, children/teens, other family members, friends, employer, other – ‘important others’ defined as appropriate to program focus

	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p> <p><b>(a.2) Think of the people who matter to you the most in your life. Overall, how would you rate the quality of your interactions when you are with these people, compared to when you started [program]?</b></p> <p>1 More negative 2 No change 3 More positive</p> <p><b>NOTE:</b> Open-ended questions could be asked BEFORE and AFTER, or AFTER only (2<sup>nd</sup> point under a.3 would then be asked. You may also decide to ask a.3 partway through the program, if that would be useful and feasible).</p> <p><b>(Open-ended elaboration or alternative):</b> <b>(a.3) When you think of the people who matter to you the most in your life:</b></p> <ul style="list-style-type: none"> <li>- What kinds of positive experiences, if any, do you have when you connect with these people? (Experiences could be in person or by some other means.)</li> <li>- How is that similar to, or different from, when you started [program]?</li> </ul> <p><b>NOTE:</b> Code responses for ways that positive relationship experiences are described (and negative too, if mentioned) – and note differences in how participants describe their experiences before and after program.</p>
		b) Participants report that they feel respected by important others	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b> <b>(b.1) Think of the people who matter to you the most in your life. Overall, how much do you feel that these people respect you as a person?</b></p> <p>1 They do not respect me at all 2 They do not respect me very much 3 They respect me somewhat</p>

	Common Outcomes	Indicators	Tool Questions
			<p>4 They respect me quite a bit 5 They respect me a lot</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(b.2) Think of the people who matter to you the most in your life. Overall, how much do you feel that these people respect you as a person, compared to when you started [program]?</b></p> <p>1 They respect me less 2 No change 3 They respect me more</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b> <b>(b.3) When you think of the people who matter to you the most in your life:</b></p> <ul style="list-style-type: none"> <li>- How, if at all, do these people show their respect for you?</li> <li>- How is that similar to, or different from, when you started [program]?</li> </ul> <p><b>NOTE:</b> Code responses by ways that people show respect (or not, if mentioned) – and note differences in how participants describe their experiences before and after program.</p>
		c) Participants report that they feel comfortable communicating concerns to important others	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b> <b>(c.1) Think of the people who matter to you the most in your life. Overall, how comfortable are you with sharing your most important concerns with these people?</b></p> <p>1 Not at all comfortable 2 Not very comfortable 3 Somewhat comfortable 4 Quite comfortable 5 Very comfortable</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p>

	Common Outcomes	Indicators	Tool Questions
			<p><b>(c.2) Think of the people who matter to you the most in your life. Overall, how comfortable are you with sharing your most important concerns with these people, compared to when you started [program]?</b></p> <p>1 Less comfortable 2 No change 3 More comfortable</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b> <b>(c.3) When you think of the people who matter to you the most in your life:</b> - What, if anything, helps you feel comfortable sharing your most important concerns with them? - How is that similar to, or different from, when you started [program]?</p> <p><b>NOTE:</b> Code responses for what makes participants feel comfortable (or not, if mentioned) – and note differences in how participants describe their experiences before and after program.</p>
		d) Participants report that they are able to resolve conflicts with important others	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b> <b>(d.1) How often do you feel you are effective at resolving conflicts in a way that is good for your long-term relationships with people who matter most to you?<sup>2</sup></b></p> <p>1 Almost Never 2 Occasionally 3 About Half the Time 4 Usually 5 Almost Always</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p>

<sup>2</sup> Single item adapted slightly from McClellan, 1997 – unpublished, evaluated by Henning, 2003). See <http://aut.researchgateway.ac.nz/bitstream/handle/10292/49/HenningM.pdf?sequence=1>



	Common Outcomes	Indicators	Tool Questions
			<p><b>(d.2) Overall, how often do you feel you are effective at resolving conflicts - in a way that is good for your long-term relationships with people who matter most to you - compared to when you started [program]?</b></p> <p>1 Less often 2 No change 3 More often</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b> <b>(d.3) When you think of the people who matter to you the most in your life:</b></p> <ul style="list-style-type: none"> <li>- How, if at all, do you resolve conflicts in a way that builds your long-term relationships with them?</li> <li>- How is that similar to, or different from, when you started [program]?</li> </ul> <p><b>NOTE:</b> Code responses for conflict resolution strategies, as well as how participant makes connections (positive or negative) between conflict resolution strategies and relationships – and note differences in how participants describe their experiences before and after program.</p>
		e) Participants report that they feel supported/cared for by important others	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b> <b>(e.1) There are people in your life who really care about you:<sup>3</sup></b></p> <p>1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p>

<sup>3</sup> Single item from Huppert and So's (2011) Flourishing Index – which is constructed from single items from various existing surveys – cited in OECD (2013), OECD Guidelines on Measuring Subjective Well-being, OECD Publishing <http://dx.doi.org/10.1787/9789264191655-en>. It is adapted to be asked in the third person, to be consistent with the majority of outcomes in this section (Outcome A).

	Common Outcomes	Indicators	Tool Questions
			<p><b>(e.2) How much do you agree <u>or</u> disagree that there are more people in your life who really care about you, compared to when you started [program]:<sup>4</sup></b></p> <p>1 Disagree 2 Neither agree nor disagree 3 Agree</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b> <b>(e.3) When you think of the people who matter to you the most in your life:</b></p> <ul style="list-style-type: none"> <li>- <b>What, if anything, makes you feel like they care about you?</b> (<i>Prompt:</i> How do they show you that they care about you?)</li> <li>- <b>How is that similar to, or different from, when you started [program]?</b></li> </ul> <p><b>NOTE:</b> Code responses for ways that people show caring (or not, if mentioned) – and note differences in how participants describe their experiences before and after program.</p>
		f) Participants report that they feel safe (physically, emotionally, financially) with important others	<p><b>NOTE:</b> There are several questions for (f) because of the different types of safety (physical, emotional, financial) – agency programs may deal with all three, so they can choose which types of safety are relevant for their participants.</p> <p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b> <b>(f.1) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them physically? (An example of physical safety could be that you trust them to not physically hurt you)</b></p> <p>1 Not at all safe</p>

<sup>4</sup> This question starts with 'How much do you agree or disagree..' to mitigate bias in asking a retrospective agree-disagree question about a change.

	Common Outcomes	Indicators	Tool Questions
			<p>2 Not very safe 3 Somewhat safe 4 Quite safe 5 Very safe</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(f.2) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them physically, compared to when you started [program]? (An example of physical safety could be that you trust them to not physically hurt you)</b></p> <p>1 Less safe 2 No change 3 More safe</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b> <b>(f.3) When you think of the people who matter to you the most in your life:</b></p> <ul style="list-style-type: none"> <li>- What, if anything, makes you feel physically safe with them? (For example, trust that they will not physically hurt you)</li> <li>- How is that similar to, or different from, when you started [program]?</li> </ul> <p><b>NOTE:</b> Code responses for what makes participants feel safe (or not, if mentioned) -- -- and note differences in how participants describe their experiences before and after program.</p> <p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b> <b>(f.4) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them emotionally? (Examples of emotional safety could be that you trust them not to put you down, make fun of you, or say mean things about you to others.)</b></p>

	Common Outcomes	Indicators	Tool Questions
			<p>1 Not at all safe 2 Not very safe 3 Somewhat safe 4 Quite safe 5 Very safe</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(f.5) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them emotionally, compared to when you started [program]? (Examples of emotional safety could be that you trust them not to put you down, make fun of you, or say mean things about you to others.)</b></p> <p>1 Less safe 2 No change 3 More safe</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b> <b>(f.6) When you think of the people who matter to you the most in your life:</b></p> <ul style="list-style-type: none"> <li>- What, if anything, makes you feel emotionally safe with them? (For example, trust that they will not put you down, make fun of you, or say mean things about you to others.)</li> <li>- How is that similar to, or different from, when you started [program]?</li> </ul> <p><b>NOTE:</b> Code responses for what makes participants feel safe (or not, if mentioned) -- -- and note differences in how participants describe their experiences before and after program.</p> <p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p>

	Common Outcomes	Indicators	Tool Questions
			<p><b>(Survey or interview with participant):</b>  <b>(f.7) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them financially? (An example of financial safety could be that you trust them not to try to access your money or other assets for their own gain.)</b></p> <p>1 Not at all safe  2 Not very safe  3 Somewhat safe  4 Quite safe  5 Very safe</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(f.8) Think of the people who matter to you the most in your life. Overall, how safe you feel with them financially, compared to when you started [program]? (An example of financial safety could be that you trust them not to try to access your money or other assets for their own gain.)</b></p> <p>1 Less safe  2 No change  3 More safe</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(f.9) When you think of the people who matter to you the most in your life:</b></p> <ul style="list-style-type: none"> <li>- What, if anything, makes you feel financially safe with them? (For example, trust that they will not try to access your money or other assets for their own gain.)</li> <li>- How is that similar to, or different from, when you started [program]?</li> </ul> <p><b>NOTE:</b> Code responses for what makes participants feel safe (or not, if mentioned) – and note differences in how participants describe their experiences before and after program.</p>

	Common Outcomes	Indicators	Tool Questions
		g) Participants report that they are satisfied with their relationships with important others	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b>  <b>(g.1) How satisfied are you with your relationships with family members?</b><sup>5</sup></p> <p>1 Very satisfied  2 Satisfied  3 Neither satisfied nor dissatisfied  4 Dissatisfied  5 Very dissatisfied</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(g.2) Overall, how satisfied are you with your relationships with family members, compared to when you started [program]?</b></p> <p>1 Less satisfied  2 No change  3 More satisfied</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(g.3) What, if anything, is satisfying with your relationships with family members?</b>  - How is that similar to, or different from, when you started [program]?</p> <p><b>NOTE:</b> Code response by what participants say is satisfying about the relationships – and note differences in how participants describe their experiences before and after program.</p>

<sup>5</sup>SWL\_Q07 - CCHS 2012 (slightly adapted for context and format) -

[http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem\\_Id=50653&Query\\_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2](http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem_Id=50653&Query_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2)

	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b>  <b>(g.4) How satisfied are you) with your relationships with friends?<sup>6</sup></b></p> <p>1.Very satisfied  2.Satisfied  3.Neither satisfied nor dissatisfied  4.Dissatisfied  5.Very dissatisfied</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(g.5) Overall, how satisfied are you with your relationships with friends, compared to when you started [program]?</b></p> <p>1 Less satisfied  2 No change  3 More satisfied</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(g.6) What, if anything, is satisfying with your relationships with friends?</b>  - How is that similar to, or different from, when you started [program]?</p> <p><b>NOTE:</b> Code response by what participants say is satisfying about the relationships – and note differences in how participants describe their experiences before and after program.</p>

<sup>6</sup>SWL\_Q08 CCHS 2012(slightly adapted for context and format) -

[http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem\\_Id=50653&Query\\_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2](http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem_Id=50653&Query_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2)

	Common Outcomes	Indicators	Tool Questions
B	<p><b>B. Participants have the skills needed to address identified issues</b> (<i>Adult support, Disability support, Home visitation, Community development, Prevention of family violence and bullying</i>)</p>	<p>a) Participants report being able to cope with day-to-day stress</p>	<p><b>NOTE:</b> The following question could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able realistic about their ability to cope), you may wish to ask them to do two ratings AFTER. In this case, you could use the question above at the end of the program (AFTER measure), then ask them to answer it again while thinking about their experience with this person BEFORE they started coming to the program. It is best to ask them to do the BEFORE rating without them being able to see their AFTER rating, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response. For example, if you are asking questions for several of the indicators that go with Outcome B on skills to address identified issues, you could ask each AFTER question, then go back and ask the BEFORE ratings.</p> <p><b>(Survey or interview with participant):</b>  <b>(a.1) In general, how is your ability to handle day-to-day stress in your life? For example, stress you feel with work, family and/or volunteer responsibilities.<sup>7</sup></b></p> <p><b>Would you say your ability is...?</b></p> <p>1 Excellent  2 Very good  3 Good  4 Fair  5 Poor</p>

<sup>7</sup> Created in a similar structure and format as (b.1) below .



	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p> <p><b>(a.2) Overall, how is your ability to handle day-to-day stress in your life, compared to when you started [program]? For example, stress you feel with work, family and/or volunteer responsibilities.</b></p> <p><b>Would you say your ability is...?</b></p> <p>1 Better 2 About the same 3 Worse</p> <p><b>NOTE:</b> Open-ended questions could be asked BEFORE and AFTER, or AFTER only (2<sup>nd</sup> point under a.3 would then be asked). You may also decide to ask a.3 partway through the program, if that would be useful and feasible).</p> <p><b>(Open-ended elaboration or alternative):</b></p> <p><b>(a.3) What, if anything, do you do to handle day-to-day stress in your life? For example, stress you feel with work, family and/or volunteer responsibilities?</b> - How is that similar to, or different from, when you started [program]?</p> <p><b>NOTE:</b> Code responses by strategies participants use to handle stress – and note differences in how participants describe their experiences before and after program.</p>

	Common Outcomes	Indicators	Tool Questions
		<p>b) Participants report an increased capacity to solve day-to-day problems and challenges (problem-solving skills)</p>	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b>  <b>(b.1) In general, how is your ability to solve day-to-day problems and challenges in your life? For example, solving problems and challenges that come up in your work, family and/or volunteer responsibilities? <sup>8</sup></b></p> <p><b>Would you say your ability is...?</b></p> <p>1 Excellent  2 Very good  3 Good  4 Fair  5 Poor</p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(b.2) Overall, how is your ability to solve day-to-day problems and challenges in your life, compared to when you started [program]? For example, solving problems and challenges that come up in your work, family and/or volunteer responsibilities?</b></p> <p><b>Would you say your ability is...?</b></p> <p>1 Better  2 About the same  3 Worse</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(b.3) What are some things you do to solve day-to-day problems and challenges in your life. For example, solving problems that come up with work, family and/or volunteer responsibilities?</b>  - How is that similar to, or different from, when you started [program]?</p>

<sup>8</sup> From CCHS 2011 QSTS-Q3 (slightly adapted for context and format, and to simplify wording to plainer language/less wordy)

	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Code responses by strategies participants use to handle day-to-day problems and challenges – and note differences in how participants describe their experiences before and after program..</p>
		<p>c) Participants demonstrate or report skills in one or more of the following areas:<sup>9</sup></p> <ul style="list-style-type: none"> <li>- money management/financial (e.g., budgeting, banking)</li> <li>- self-care (e.g. strategies they can use to cope with stress, stay safe )</li> <li>- community involvement/socialization (e.g., engagement in events, activities, or groups within their community)</li> <li>- self-advocacy (e.g., following through with accessing resources/referral)</li> <li>- interpersonal/relationship (e.g., communication, assertiveness, conflict</li> </ul>	<p><b>NOTE:</b> The chart below is intended to be used with each participant BEFORE and AFTER the program. BEFORE the program, staff would discuss each skill that applies to the participant and your program. The BEFORE ratings would be used to set goals for the skills the participant will work to improve (determined jointly by participant and staff). So only the skills that are the focus of improvement would be assessed AFTER the program.</p> <p><b>(Interview with participant -</b> Instructions below are meant to inform the staff person filling out the form; not to be read to participants)</p> <p><b>(c.1) The following chart contains several categories of skills that may be applicable to this participant. Within each category are examples of what that skill could look like. (The skill is not limited to only these examples). If a skill category is not applicable, please check N/A in the far right column. (For example, employment skills would not be applicable to participants who are not able to work.)</b></p> <p><b>If there are other relevant skill categories that are not mentioned, please add them by using the ‘other’ category at the end of this chart.</b></p> <p><b>In order to accurately complete the chart below, please involve the participant, and others who know the participant’s present skills well (other staff, family members), as appropriate. You will be most likely to use a combination of observation and conversation when filling out the chart.</b></p> <p><b>For each applicable skill, please rate the level (Basic, Intermediate, Advanced) BEFORE the participant started [program]. Use the comments column to elaborate further, if you wish. AFTER [program], please rate the participant again with regard to <u>skills that they worked on during [program]</u>. (Use far right column to note that skills not addressed – even if deemed applicable at start of program.</b></p>

<sup>9</sup> **NOTE:** Observing demonstrated skills would be ideal, but if that is not possible with the types of participants/program context, you may need to rely on self-reported estimates of skill level.

	Common Outcomes	Indicators	Tool Questions						
		resolution) - parenting (e.g., giving positive feedback to child(ren), communicating/ modeling positive alternatives to negative child behaviours) - literacy skills (e.g., reading, writing) - refusal skills (e.g., communicating refusal to take part in crime, gang involvement, substance use) - engaging in positive alternatives to negative (risky) behaviours) - employment/career related (e.g., work readiness, business skills, continuing education) - leadership (e.g., planning or organizing actions, communicating in ways that inspire others' positive actions in family or community)	<b>Category<sup>10</sup></b>	<b>1 Basic</b>	<b>2 Inter- mediate</b>	<b>3 Advanced</b>	<b>Comments</b>	<b>N/A</b>	<b>Did not work on these skills in program</b>
			Managing money (consider how well person does tasks such as household budgeting, banking, etc)						
			Taking care of self (consider how well the person appears to cope with stress, has a plan to stay safe [e.g., at home, street, school - if applicable], etc.)						
			Getting involved in community – neighbourhood, other “community of interest” (consider how well person participates in events, activities, or groups within the relevant community/communities, etc.)						
			Advocating for self (e.g., consider how well person follows through with accessing resources in the community, follows up on referrals, etc.)						
			Engaging in positive Interpersonal relationship behaviours (consider how well person communicates with others, stands up for self, sets boundaries, resolves conflicts, etc.)						

<sup>10</sup> This chart is adapted from a life skills assessment tool format that is used with youth by Division of Children and Family Services in Washington State. (see [http://www.dshs.wa.gov/pdf/ms/forms/10\\_267.pdf](http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf)), with adaptations to substitute skills for this indicator (including some examples), and broaden the fit to multiple age groups and contexts (though more general instructions). The Washington tool also includes ‘rubrics’ for each of their rating levels (criteria for what is meant by Basic, Intermediate, etc.), for each skill. For consistency of how agencies use this tools, the three COG funders may wish to consider adapting these rubrics for the present tool (as not all the elements in the original rubrics for youth may fit for adults.)

	Common Outcomes	Indicators	Tool Questions							
			Engaging in positive parenting actions (consider how well person gives positive feedback to child[ren], communicates or models positive alternatives to their child[ren])							
			Being literate (consider how well person reads, writes, can follow instructions)							
			Refusing to participate in risky or unhealthy behaviours (consider how well person communicates, to peers, that s/he does not want to take part in behaviours such as crime, gang involvement, substance use, etc.)							
			Engaging in <u>positive</u> alternatives to risky or unhealthy behaviours (consider how well person participates in recreational activities, volunteering, etc)							
			Preparing for employment/career (consider how well-prepared person is in terms of being ready to work [e.g., has considered fit between own interests/skills and job/career,, resources s/he needs to have in place to go to work], developing business skills (if relevant), taking continuing education as needed, etc.							
			Taking leadership roles (consider how well the person does community-focused tasks like planning actions, organizing actions, encouraging							

	Common Outcomes	Indicators	Tool Questions							
			others in their family or community to participate in actions)							
			Other – please specific (and add rows to this table as needed							
			<p><b>NOTE:</b> The following question can be used AFTER the program, as an overall rating, after you fill out the chart BEFORE and AFTER. Or, if it is not feasible to fill out the chart, this question can be used as a general 'stand-alone' question AFTER the program, followed by the open-ended c.3., if desired. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p> <p><b>(Direct staff observation, combined with interview with participant):</b>  <b>(c.2) Overall, how much progress has the participant made toward their goal(s) for improving skills, since s/he started [program]?</b> (based on staff observation, with participant/participant input )</p> <p>1 No progress yet                  2 Some progress                  3 A lot of progress</p> <p><b>(Open-ended elaboration or alternative – combination of observation and interview as in c.2):</b>  <b>(c.3) On which goal(s) has the participant making the most progress, since starting [program]?</b>                  - On which goals does s/he need to do a lot more work?</p> <p><b>NOTE:</b> Code response by types of goals and types of progress made – and types of goals where work still needed.</p> <p><b>Supplementary questions:</b> For further elaboration on skill-related goals. Further break down c.2 above, for each goal:</p> <p><b>How much progress is the participant/participant making toward (insert the first goal here)? (based on staff observation with participant/participant input)</b></p> <p>1 No progress yet                  2 Some progress                  3 A lot of progress</p>							

	Common Outcomes	Indicators	Tool Questions
			<p>(Repeat for additional goals)</p> <p>Additional question that could follow (assuming that participants have demonstrated some progress). This question does not directly reflect the indicator, but could be useful:  <b>How are you using the skills you have learned in [program] to your own life?</b></p>
		<p>d) Participants report having personal characteristics that are likely to help them address their identified issues - e.g., resiliency (ability to 'bounce back' from setbacks), optimism (positive outlook for future), positive self-esteem (feeling good about self, seeing own strengths), sense of meaning/purpose - e.g., pertaining to family/friends, broader community, belief systems (e.g., spiritual)</p>	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>NOTE:</b> The questions in the table below can each stand alone.<sup>11</sup> You can measure whichever characteristics you usually focus on helping participants strengthen (see "Construct name", left column). Use the "Response format" (right column) that goes with each question in the middle column ("ESS item"). The reverse-coded item for Resilience means that 1=strongly agree and 5=strongly disagree.</p> <p><b>(Survey or interview with participant):</b>  <b>(d.1)</b> (see table on next page)</p>

<sup>11</sup>Huppert and So's (2011) Flourishing Index contains several items related to this indicator. Index is constructed from single items from various existing surveys – cited in OECD (2013), OECD Guidelines on Measuring Subjective Well-being, OECD Publishing <http://dx.doi.org/10.1787/9789264191655-en>

	Common Outcomes	Indicators	Tool Questions																																	
			<table border="1"> <thead> <tr> <th data-bbox="895 259 1142 321">Construct name</th> <th data-bbox="1142 259 1776 321">ESS item used as indicator</th> <th data-bbox="1776 259 2341 321">Response format</th> </tr> </thead> <tbody> <tr> <td data-bbox="895 321 1142 383">Competence</td> <td data-bbox="1142 321 1776 383"><i>Most days I feel a sense of accomplishment from what I do.</i></td> <td data-bbox="1776 321 2341 383">5-point scale from <i>strongly disagree</i> to <i>strongly agree</i>.</td> </tr> <tr> <td data-bbox="895 383 1142 422">Engagement</td> <td data-bbox="1142 383 1776 422"><i>I love learning new things.</i></td> <td data-bbox="1776 383 2341 422"></td> </tr> <tr> <td data-bbox="895 422 1142 500">Meaning</td> <td data-bbox="1142 422 1776 500"><i>I generally feel that what I do in my life is valuable and worthwhile.</i></td> <td data-bbox="1776 422 2341 500"></td> </tr> <tr> <td data-bbox="895 500 1142 539">Optimism</td> <td data-bbox="1142 500 1776 539"><i>I am always optimistic about my future.</i></td> <td data-bbox="1776 500 2341 539"></td> </tr> <tr> <td data-bbox="895 539 1142 578">Positive relationships</td> <td data-bbox="1142 539 1776 578"><i>There are people in my life who really care about me.</i></td> <td data-bbox="1776 539 2341 578"></td> </tr> <tr> <td data-bbox="895 578 1142 656">Resilience</td> <td data-bbox="1142 578 1776 656"><i>When things go wrong in my life it generally takes me a long time to get back to normal.<sup>1</sup></i></td> <td data-bbox="1776 578 2341 656"></td> </tr> <tr> <td data-bbox="895 656 1142 695">Self-esteem</td> <td data-bbox="1142 656 1776 695"><i>In general, I feel very positive about myself.</i></td> <td data-bbox="1776 656 2341 695"></td> </tr> <tr> <td data-bbox="895 695 1142 773">Emotional stability</td> <td data-bbox="1142 695 1776 773"><i>(In the past week) I felt calm and peaceful.</i></td> <td data-bbox="1776 695 2341 773">4-point scale from <i>none or almost none of the time</i> to <i>all or almost all of the time</i>.</td> </tr> <tr> <td data-bbox="895 773 1142 812">Vitality</td> <td data-bbox="1142 773 1776 812"><i>(In the past week) I had a lot of energy.</i></td> <td data-bbox="1776 773 2341 812"></td> </tr> <tr> <td data-bbox="895 812 1142 850">Positive emotion</td> <td data-bbox="1142 812 1776 850"><i>Taking all things together, how happy would you say you are?</i></td> <td data-bbox="1776 812 2341 850">0 to 10 scale from <i>extremely unhappy</i> to <i>extremely happy</i>.</td> </tr> </tbody> </table> <p data-bbox="895 863 1204 902">1. Reverse-coded item.</p> <p data-bbox="895 967 1919 1006"><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p data-bbox="895 1039 1489 1078"><b>(Open-ended elaboration or alternative):</b></p> <p data-bbox="895 1078 2462 1149"><b>(d.2) When there are issues in your life that are stressful, what strengths do you find ‘inside yourself’ to help you deal with, or get through, these issues.</b></p> <p data-bbox="935 1156 1924 1195">- How is that similar to, or different from, when you started [program]?</p> <p data-bbox="895 1240 1534 1279"><b>(Creative methods alternative to d.2 above):</b></p> <p data-bbox="895 1279 2475 1351"><b>(d.3) Ask the participant to tell a story about how they found strengths do you find strengths ‘inside themselves’, to deal with a stressful issue(s).</b></p> <p data-bbox="895 1383 2489 1455"><b>NOTE:</b> Code responses (for d.2 or d.3) for fit with the personal characteristics (resiliency, optimism, etc.) (A template/glossary with fairly simple definition of each type of characteristic would be useful, for consistency).</p>	Construct name	ESS item used as indicator	Response format	Competence	<i>Most days I feel a sense of accomplishment from what I do.</i>	5-point scale from <i>strongly disagree</i> to <i>strongly agree</i> .	Engagement	<i>I love learning new things.</i>		Meaning	<i>I generally feel that what I do in my life is valuable and worthwhile.</i>		Optimism	<i>I am always optimistic about my future.</i>		Positive relationships	<i>There are people in my life who really care about me.</i>		Resilience	<i>When things go wrong in my life it generally takes me a long time to get back to normal.<sup>1</sup></i>		Self-esteem	<i>In general, I feel very positive about myself.</i>		Emotional stability	<i>(In the past week) I felt calm and peaceful.</i>	4-point scale from <i>none or almost none of the time</i> to <i>all or almost all of the time</i> .	Vitality	<i>(In the past week) I had a lot of energy.</i>		Positive emotion	<i>Taking all things together, how happy would you say you are?</i>	0 to 10 scale from <i>extremely unhappy</i> to <i>extremely happy</i> .
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	Common Outcomes	Indicators	Tool Questions
C	<p><b>C. Participants increase their network of social support</b>  <i>(Adult support, Childr &amp; youth, Family support, Disability support, FASD, Home visitation, Prevention of family violence and bullying Seniors)</i></p>	<p>a) Participants report that they have one or more new people that turn to for help (may include program staff, other program participants as well as others in the community<sup>12</sup> - these others could be neighbours, coaches/other leaders)</p>	<p><b>NOTE:</b> Based on feedback from agencies, the questions below are organized by age group.</p> <p><b>NOTE:</b> You could ask the next question once the child has been coming to the program for a few weeks, and again close to the end of the program (AFTER). If you are also able to ask the child the question right at the start (BEFORE), which would be ideal, just drop the “now that you’re coming to [program]”, and start with “who helps you....”. Then you would not need to ask a.2 below.</p> <p><b><u>School Age Children Question</u></b></p> <p><b>(Survey or interview with child):</b>  <b>(a.1) Now that you’re coming to [program], who helps you with stuff like homework, problems with friends, or other troubles? (You can pick more than one answer in the list below)</b></p> <p>__ No one  __ My mom/dad  __ Other adults who care about me a lot (grandparent, aunt, uncle, good friend of mom/dad)  __ My brother(s)/sister(s)  __ Program staff [<i>put in staff names or correct program name</i>]  __ My teacher  __ My new friends</p> <p><b>(a.2) Are these the same people who helped you with this stuff before you came to [program], or are they different people?</b></p> <p><b>NOTE:</b> Code responses by sources of help.</p> <p><b>NOTE:</b> You could ask this question once the child has been coming to the program for a few weeks, and again close to the end of the program (AFTER). If you are also able to ask the parent the question right at the start (BEFORE), which would be ideal, just drop the “since coming to [program]”, and start with “who does your child turn to....”. Then you would not need to ask a.4 below.</p>

<sup>12</sup>From Canadian Association of Family Resource Programs (FRP) –corresponds to their outcome/benefit area ‘Increased social or peer network; reduced isolation’.

	Common Outcomes	Indicators	Tool Questions
			<p><b><u>School Age Children Question</u></b></p> <p><b>(Survey or interview with parent):</b>  <b>(a.3) Since coming to the program, who does your child turn to for help with issues like homework, problems with friends, or other troubles? (Please check all that apply)</b></p> <p><input type="checkbox"/> No one  <input type="checkbox"/> Parents  <input type="checkbox"/> Other adults who are close to your child (grandparent, aunt, uncle, good friend of mom/dad)  <input type="checkbox"/> Brother(s)/sister(s)  <input type="checkbox"/> Program staff [<i>put in staff names or correct program name</i>]  <input type="checkbox"/> Teacher  <input type="checkbox"/> New friends</p> <p><b>(a.4) Are these the same people who helped your child before you came to [program], or are they different people?</b></p> <p><b><u>NOTE:</u></b> Code responses by sources of help.</p> <p><b><u>Adolescent Questions</u></b></p> <p><b><u>NOTE:</u></b> These questions are deliberately very brief and simple, as agencies have expressed concerns about challenges of getting adolescents to provide any data at all. The questions would be asked ideally be asked once youth have been coming to the program for a few weeks, and again at end of program.</p> <p><b><u>Low-risk youth</u></b></p> <p><b>(Survey of interview with youth):</b>  <b>(a.5) Since coming to [program/youth centre], do you get:</b></p> <p><input type="checkbox"/> More help from other people  <input type="checkbox"/> The same help from other people  <input type="checkbox"/> Less help from other people</p>

	Common Outcomes	Indicators	Tool Questions
			<p><b><u>High-risk/vulnerable youth</u></b> (e.g., homeless/precarious housing, addictions, child abuse)</p> <p><b>NOTE:</b> These youth may be hard to reach through survey or conversation. You could text the question, if they have cell phones. There is a trade-off here between getting more specific data, versus getting any data at all (risk of getting no data).</p> <p><b>(a.6) Do you know people who will help you if you need it?</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><b>(a.7) Has this changed since [program/outreach]?</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><b><u>Adult Questions</u></b></p> <p><b>NOTE:</b> The next few questions may be easiest to ask retrospectively (AFTER), but could also be asked partway through the program too, if that would be useful and feasible.</p> <p><b>(Survey of interview with participant):</b></p> <p><b>(a.8) Since you started this program, have you met any new people that you could turn to for help if needed?</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><b>(IF YES): Please answer the following questions:</b></p> <p><b>(a.9) How many program staff have you connected with that you could turn to for help? (If you are not sure of the exact number, please give your best estimate.)</b></p> <p><input type="text"/> program staff</p> <p><b>(a.10) How many other program participants (peers) have you connected with, that you could turn to for help? (If you are not sure of the exact number, please give your best estimate.)</b></p> <p><input type="text"/> other program participants</p>

	Common Outcomes	Indicators	Tool Questions
			<p><b>(a.11) How many program volunteers have you connected with that you could turn to for help? (If you are not sure of the exact number, please give your best estimate.)</b></p> <p>___ volunteers</p> <p><b>(a.12) About how many people in your neighbourhood have you met, through this program, who you now know well enough to ask for a favour? (Favours could be such things as picking up the mail, watering plants, shoveling snow, lending tools or garden equipment, carrying things, feeding pets when neighbours are on holiday, shopping)?<sup>13</sup> (If you are not sure of the exact number, please give your best estimate.)</b></p> <p>___ people in the neighbourhood</p> <p><b>(Open ended elaboration or alternative):</b>  <b>(a.13) Since you started this program, how (if at all) has your network of helpful (supportive) people changed?</b>  <b>Prompts:</b> (as needed, to flesh out details of the support network): How did you meet these people (through the program, or somewhere else)? How do you interact with them? What role(s) do they play in your life? Overall, about how many helpful (supportive) people have you met through this program?</p> <p><b>(Creative methods alternative to Question a.6, using photovoice):</b>  <b>(a.14) Ask participants to take pictures (with cell phones or disposable cameras) of the settings/activities where have met new people, through the program, that they could turn to for help. Then interview participants about the people they met in these settings and the roles they play in participants' lives.</b>          (Use <b>prompts</b> as above, as needed.)</p> <p><b>NOTE:</b> Code responses (for a.6 or a.7) and photos (if used) by types of people referred to in a.2 through a.5. , and any other types of people they have connected with – as well as settings and activities where they made the connections, how they interact.</p>

<sup>13</sup> Cooper, Merrill. 2009. © 2009. From Social Inclusion – Participation in Neighbourhood survey section of FCSS Calgary outcome measurement. Reproduced with permission from The City of Calgary, Community and Neighbourhood Services. [http://www.calgary.ca/CSPS/CNS/Documents/fcss/outcomes/outcomes\\_04\\_social\\_networks.pdf](http://www.calgary.ca/CSPS/CNS/Documents/fcss/outcomes/outcomes_04_social_networks.pdf). Adapted to connect the question to the program.

	Common Outcomes	Indicators	Tool Questions
		<p>b) Participants report making new social connections with peers in the program or in the broader community (through the program)</p>	<p><b>NOTE:</b> Because it would not be meaningful to ask these questions in reference to BEFORE and AFTER the program, they are retrospective (AFTER). The questions could also be asked partway through the program, if that would be useful and feasible.</p> <p><b><u>School Age Children Question</u></b></p> <p><b>(Survey or interview with child):</b>  <b>(b.1) How many new kids your age have you met in [program],</b></p> <p>__1  __2  __More than 3</p> <p><b><u>Adolescent Question</u></b></p> <p><b>NOTE:</b> These questions are deliberately very brief and simple, as agencies have expressed concerns about challenges of getting adolescents to provide any data at all. You will need to determine what method is best for your participants – survey, interview, text message. Method may vary for low versus high-risk youth.</p> <p><b>(b.2) How many new young people have you met in [program/youth centre], that you really like?</b></p> <p>__None  __1  __2  __More than 3</p> <p><b><u>Adult Questions</u></b></p> <p><b>NOTE:</b> The next few questions may be easiest to ask retrospectively (AFTER), but could also be asked partway through the program too, if that would be useful and feasible.</p> <p><b>(Survey or interview with participant):</b>  <b>(b.3) How many people in [program] have you connected with socially? (For example, you talk with them before or after the program, sit with them at program activities, go with them for coffee, meals or other places.) (If you are not sure of the exact number, please give your best estimate.)</b></p>

	Common Outcomes	Indicators	Tool Questions
			<p>___ participants (peers) in the program</p> <p><b>(b.4) How many people in your community have you connected with socially, that you met through [program]? (For example, you talk with them at community events, go with them for coffee, meals, or other places.) (If you are not sure of the exact number, please give your best estimate.)</b></p> <p>___ people in the community</p>
		<p>c)Participants report (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they make in the broader community, with support from the program)</p>	<p><b>NOTE:</b> Please read the note that precedes b.1, as it applies here as well.</p> <p><b><u>School Age Children Question</u></b></p> <p><b>(Survey or interview with child):</b>  <b>(c.1) How many new friends have you made in [program]?</b></p> <p>__None  __1  __2  __More than 3</p> <p><b>(Open-ended elaboration, if participants report new friends above):</b>  <b>(c.2) How come you made friends with the kids in [program]?</b>  <b>Prompts:</b> How often do you see each other? Where and when do you see each other? What do you do together?</p> <p><b>NOTE:</b> Code responses for reasons children made friends, and ways they interact.</p> <p><b><u>Adolescent Question</u></b></p> <p><b>NOTE:</b> Please read the note that precedes b.2, as it applies here as well.</p> <p><b>(Survey or interview with youth):</b>  <b>(c.3) Friends are other young people you know well and trust. How many new friends have you made in [program/youth centre]?</b></p>

	Common Outcomes	Indicators	Tool Questions
			<p>__None            __1            __2            __More than 3</p> <p><b>(Open-ended elaboration, if youth report one or more friends above):</b>  <b>(c.4) How come you made friends with other young people in [program]</b>  <b>Prompts:</b> How often do you see each other? Where and when do you see each other? What do you do together?</p> <p><b>NOTE:</b> Code responses for reasons children made friends, and ways they interact.</p> <p><b><u>Adult Questions</u></b></p> <p><b>NOTE:</b> Please read the note that precedes b.3, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b>  <b>(c.5) How many new friends, if any, have you made through [program]?</b>  <b>(If you are not sure of the exact number, please give your best estimate.)</b></p> <p>__ friends</p> <p><b>NOTE:</b> Ask following questions if participant has made at least one new friend through the program:</p> <p><b>(c.6) How many of these new friends do you see on your own time, outside of [program]?</b>  <b>(If you are not sure of the exact number, please give your best estimate.)</b></p> <p>__ friends</p> <p><b>(c.7) How many of the new friends you made through [program] are people who live in the community, but do not come to [program]? (If you are not sure of the exact number, please give your best estimate.)</b></p> <p>__ people in community</p>

	Common Outcomes	Indicators	Tool Questions
			<p><b>(Open ended elaboration or alternative):</b>  <b>(c.8) Since you started [program], how (if at all) has your network of friends changed?</b>  <b>Prompts</b> (as needed, to flesh out details of the support network): How did you meet these friends (through the program, or somewhere else)? How often do you see each other? Where and when do you see each other? What things do you do with these friends? Overall, about how many new friends have you met through this program?</p> <p><b>(Creative methods alternative to c.8 using photo voice):</b>  <b>(c.9) Ask participants to take pictures (with cell phones or disposable cameras) of the settings/activities where have met new friends, through the program. Then interview participants about the friends they met in these settings.</b>            (Use <b>prompts</b> as above, as needed)</p> <p><b>NOTE:</b> Code responses (for c.8 or c.9) and photos (if used) by types of friends, how they connected (settings, activities), how they interact.</p>



	Common Outcomes	Indicators	Tool Questions
D	<p><b>D. Participants feel supported.</b> (Family support, FASD, Information and referral, Parent Link Centres, Prevention of family violence and bullying)</p>	<p>a) Participants report having close friends and/or close relatives with whom they can confide/receive advice<sup>14</sup></p>	<p><b>NOTE:</b> The next question could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they are unsure how to define "close"), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response. For example, if you are asking questions for several of the indicators that go with Outcome D on feeling supported, you could ask each AFTER question, then go back and ask the BEFORE responses.</p> <p><b>(Survey or interview with participant):</b> <b>(a.1) About how many close friends and close relatives do you have, that is, people you can talk to about what is on your mind?</b><sup>15</sup></p> <p>___ close friends    ___ close relatives</p> <p><b>NOTE:</b> Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p> <p><b>(a.2) How many close friends/relatives do you have that you can talk to about what is on your mind, compared to when you started [program]?</b></p> <p>1 Fewer close friends/relatives 2 About the same number of close friends/relatives 3 More close friends/relatives</p> <p><b>NOTE:</b> Please read the note from a.1, as it applies here as well</p>

<sup>14</sup>Statistics Canada, 2012 (Canadian Community Health Survey) – originally from Medical Outcomes Study – with slight adaptation to separate friends and relatives categories, and simplification of the sentence structure to suit participants while still reflecting the indicator.

<sup>15</sup> From CCHS 2012

	Common Outcomes	Indicators	Tool Questions
			<p><b>(Survey or interview with participant):</b>  <b>(a.3) When there is something on your mind, how comfortable are you talking about it with someone who cares about you?<sup>16</sup></b></p> <p>1 Not at all comfortable  2 Not very comfortable  3 Somewhat comfortable  4 Quite Comfortable  5 Very comfortable</p> <p><b>NOTE:</b> Please read the note from a.2, as it applies here as well.</p> <p><b>(a.4) How comfortable are you talking about something on your mind, with someone who cares about you, compared to when you started [program]?</b></p> <p>1 Less comfortable  2 No change  3 More comfortable</p> <p><b>NOTE:</b> Please read the note from a.1, as it applies here as well</p> <p><b>(Survey or interview with participant):</b>  <b>(a.5) How comfortable are you with asking for advice from someone who cares about you?</b></p> <p>1 Not at all comfortable  2 Not very comfortable  3 Somewhat comfortable  4 Quite Comfortable  5 Very comfortable</p> <p><b>NOTE:</b> Please read the note from a.2, as it applies here as well.</p>

<sup>16</sup> While this question and the three that follow are less specific to the indicator, some agencies requested the option of not making the question specific to close friends or relatives, but instead to allow participants to self-define people who care about them. The indicator itself may need to be reviewed.

	Common Outcomes	Indicators	Tool Questions
			<p><b>(a.6) How comfortable are you asking for advice from someone who cares about you, compared to when you started [program]?</b></p> <p>1 Less comfortable 2 No change 3 More comfortable</p> <p><b>NOTE:</b> The question below is retrospective (AFTER). You may also decide to also ask it partway through the program, if that would be useful and feasible.</p> <p><b>(Open ended elaboration or alternative):</b> <b>(a.7) What kinds of support do you have now, compared to when you started [program]?</b> <b>Prompts</b> (as needed): People you can talk to? People who can give you advice? How did you meet these people (in program or somewhere else? How often do you talk to them? Where and when do you talk to them? Overall, about how many of these supportive people have you met through this program?</p>
		<p>b) Participants report having sources of community (e.g., mentor, church leader, etc) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental)</p>	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b> <b>(b.1) How much do you agree or disagree with the following statement:</b> <b>I know at least one person I can turn to when I need help (such as someone to listen, give advice).</b></p> <p>1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree</p> <p><b>(b.2) How much do you agree or disagree with the following statement:</b> <b>I know at least one place in the community where I can turn to when I need help (such as someone to listen, give advice).</b></p> <p>1 Strongly disagree 2 Disagree 3 Neither agree nor disagree</p>

	Common Outcomes	Indicators	Tool Questions																																			
			<p>4 Agree 5 Strongly agree</p> <p><b>NOTE:</b> You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply....”</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.</p> <p><b>(b.3) Which kinds of programs/services/resources would you turn to if you needed advice or support? (Please check all that apply, in the shaded box to the right of each type of resource)</b></p> <table border="1" data-bbox="900 751 2370 1502"> <thead> <tr> <th data-bbox="900 751 1319 816">Programs/Services/Resources</th> <th data-bbox="1319 751 1395 816">√ if Yes</th> <th data-bbox="1395 751 1809 816">Programs/Services/Resources</th> <th data-bbox="1809 751 1884 816">√ if Yes</th> <th data-bbox="1884 751 2295 816">Programs/Services/Resources</th> <th data-bbox="2295 751 2370 816">√ if Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 816 1319 1015">Aboriginal services</td> <td data-bbox="1319 816 1395 1015"></td> <td data-bbox="1395 816 1809 1015">Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)</td> <td data-bbox="1809 816 1884 1015"></td> <td data-bbox="1884 816 2295 1015">Citizenship and Immigration</td> <td data-bbox="2295 816 2370 1015"></td> </tr> <tr> <td data-bbox="900 1015 1319 1213">Community social connections (such as coffee groups, community social gathering events, group social outings)</td> <td data-bbox="1319 1015 1395 1213"></td> <td data-bbox="1395 1015 1809 1213">Disability Supports (such as AISH, PDD, assistance with activities of daily living)</td> <td data-bbox="1809 1015 1884 1213"></td> <td data-bbox="1884 1015 2295 1213">Early childhood programs/services (such as child care, preschool, services for special needs)</td> <td data-bbox="2295 1015 2370 1213"></td> </tr> <tr> <td data-bbox="900 1213 1319 1469">Emergency services (ambulance, fire, police)</td> <td data-bbox="1319 1213 1395 1469"></td> <td data-bbox="1395 1213 1809 1469">Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)</td> <td data-bbox="1809 1213 1884 1469"></td> <td data-bbox="1884 1213 2295 1469">Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)</td> <td data-bbox="2295 1213 2370 1469"></td> </tr> <tr> <td data-bbox="900 1469 1319 1502">Financial counselling/money</td> <td data-bbox="1319 1469 1395 1502"></td> <td data-bbox="1395 1469 1809 1502">Food (multiple food groups –</td> <td data-bbox="1809 1469 1884 1502"></td> <td data-bbox="1884 1469 2295 1502">Functional assessments (such</td> <td data-bbox="2295 1469 2370 1502"></td> </tr> </tbody> </table>						Programs/Services/Resources	√ if Yes	Programs/Services/Resources	√ if Yes	Programs/Services/Resources	√ if Yes	Aboriginal services		Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)		Citizenship and Immigration		Community social connections (such as coffee groups, community social gathering events, group social outings)		Disability Supports (such as AISH, PDD, assistance with activities of daily living)		Early childhood programs/services (such as child care, preschool, services for special needs)		Emergency services (ambulance, fire, police)		Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)		Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)		Financial counselling/money		Food (multiple food groups –		Functional assessments (such	
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	Common Outcomes	Indicators	Tool Questions						
			management (such as budgeting, banking)		including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden)		as development, skills, behaviours)		
			Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes)		Housing supports (such as affordable housing options, rent supplements, landlord-tenant information)		Income Supports (such as SFI)		
			Legal or protective services (such as Legal Aid, child protection, restraining orders )		Libraries		Mental health/emotional support (such as counselling, practical supports for daily living as needed)		
			Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning)		Places of worship/spiritual support		Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups)		
			Relationship support (such as counseling, healthy decision making)		Schools		Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys)		
			Transportation		Other (please specify)		None of these		

	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> If it is not possible to ask participants about the above supportive programs/services/ resources with reference to both BEFORE and AFTER the program, you could <b><u>use the same table and modify the question as follows</u></b>. You may need to help participants understand that they are to only check resources that they did not know they could turn to BEFORE. (The questions could also be asked partway through the program, if that would be useful and feasible.)</p> <p><b>(b.4) Which of the following types of resources would you now turn to if you needed advice or support – that you <u>did not know you could turn to before you started</u> [program]? (Please check all that apply, that you did not know about before, in the shaded box to the right of each type of resource)</b></p> <p><b>NOTE:</b> Please read the note that precedes a.7, as it applies here as well.</p> <p><b>(Open ended elaboration or alternative):</b>  <b>(b.5) Where do you turn when you need advice or support, compared to when you started [program]?</b>  <b>Prompts</b> (as needed): People? Places? Community resources? Reasons for turning to these sources of support? How did you learn about them? How were these sources helpful?</p> <p><b>NOTE:</b> Code responses by types of people, places, and community resource that participants mention.</p>

	Common Outcomes	Indicators	Tool Questions																																										
		<p>c) Participants report feeling (1) heard/understood and (2) that their needs were met, by program staff, volunteers and/or other participants</p>	<p><b>NOTE:</b> The next few questions may be easiest to ask retrospectively (AFTER), but could also be asked partway through the program too, if that would be useful and feasible.</p> <p><b>(Survey or interview with participant):</b>  <b>(c.1) For the next statements, please think back on your time in this program. Please tell us how much you agree or disagree with each statement, by checking the column that best describes your experience.<sup>17</sup></b></p> <table border="1" data-bbox="908 516 2252 1112"> <thead> <tr> <th data-bbox="908 516 1400 646">Statement</th> <th data-bbox="1400 516 1569 646">1 Strongly Disagree</th> <th data-bbox="1569 516 1739 646">2 Disagree</th> <th data-bbox="1739 516 1908 646">3 Neither Agree nor Disagree</th> <th data-bbox="1908 516 2077 646">4 Agree</th> <th data-bbox="2077 516 2252 646">5 Strongly Agree</th> </tr> </thead> <tbody> <tr> <td data-bbox="908 646 1400 683">I am welcomed into this program</td> <td data-bbox="1400 646 1569 683"></td> <td data-bbox="1569 646 1739 683"></td> <td data-bbox="1739 646 1908 683"></td> <td data-bbox="1908 646 2077 683"></td> <td data-bbox="2077 646 2252 683"></td> </tr> <tr> <td data-bbox="908 683 1400 721">I am listened to in this program</td> <td data-bbox="1400 683 1569 721"></td> <td data-bbox="1569 683 1739 721"></td> <td data-bbox="1739 683 1908 721"></td> <td data-bbox="1908 683 2077 721"></td> <td data-bbox="2077 683 2252 721"></td> </tr> <tr> <td data-bbox="908 721 1400 781">In this program, my concerns are understood</td> <td data-bbox="1400 721 1569 781"></td> <td data-bbox="1569 721 1739 781"></td> <td data-bbox="1739 721 1908 781"></td> <td data-bbox="1908 721 2077 781"></td> <td data-bbox="2077 721 2252 781"></td> </tr> <tr> <td data-bbox="908 781 1400 846">My thoughts about the program are taken seriously</td> <td data-bbox="1400 781 1569 846"></td> <td data-bbox="1569 781 1739 846"></td> <td data-bbox="1739 781 1908 846"></td> <td data-bbox="1908 781 2077 846"></td> <td data-bbox="2077 781 2252 846"></td> </tr> <tr> <td data-bbox="908 846 1400 943">I receive information in this program that is useful to me or my family</td> <td data-bbox="1400 846 1569 943"></td> <td data-bbox="1569 846 1739 943"></td> <td data-bbox="1739 846 1908 943"></td> <td data-bbox="1908 846 2077 943"></td> <td data-bbox="2077 846 2252 943"></td> </tr> <tr> <td data-bbox="908 943 1400 1112">I am encouraged to think about how the information from this program applies to me or my family</td> <td data-bbox="1400 943 1569 1112"></td> <td data-bbox="1569 943 1739 1112"></td> <td data-bbox="1739 943 1908 1112"></td> <td data-bbox="1908 943 2077 1112"></td> <td data-bbox="2077 943 2252 1112"></td> </tr> </tbody> </table> <p><b>(Open ended elaboration or alternative):</b>  <b>(c.2) How do staff respond when you bring issues or concerns to them?</b></p> <p><b>NOTE:</b> Code response by consistency (vs. not) with statements in the Table in c.1 above.</p>	Statement	1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly Agree	I am welcomed into this program						I am listened to in this program						In this program, my concerns are understood						My thoughts about the program are taken seriously						I receive information in this program that is useful to me or my family						I am encouraged to think about how the information from this program applies to me or my family					
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<sup>17</sup> From the Alberta provincial Parent Link survey, Question 8, with some adaptation for clarification and applicability to programs beyond Parent Link. They are intended to be asked twice, AFTER the program – to get both the AFTER and BEFORE perspectives.

	Common Outcomes	Indicators	Tool Questions
			<p><b>(Survey or interview with participant):</b>  <b>(c.3) How much do you agree or disagree with the following statement:</b>  <b>I receive support from [program] volunteers when I need it.</b></p> <p>1 Strongly disagree  2 Disagree  3 Neither agree nor disagree  4 Agree  5 Strongly agree</p> <p>0 Not applicable</p> <p><b>NOTE:</b> Some programs may have volunteers who assist participant; other programs may not.</p> <p><b>(c.4) How much do you agree or disagree with the following statement:</b>  <b>I receive support from other participants when I need it.</b></p> <p>1 Strongly disagree  2 Disagree  3 Neither agree nor disagree  4 Agree  5 Strongly agree</p> <p>0 Not applicable</p> <p><b>NOTE:</b> It may be appropriate in some types programs for participants to receive support from peers in the program, but not in other types of programs</p> <p><b>Supplementary Questions:</b> These questions go beyond the indicator, but could be useful for agencies.  <b>Would you recommend this program to a friend or relative</b>  ___ Yes ___ Maybe ___ No</p> <p>(IF YES OR MAYBE):  <b>Why would/might you recommend this program?</b>  (Code for responses that refer to feeling heard or assisted)</p>



	Common Outcomes	Indicators	Tool Questions																													
E	<p><b>E. Participants access support to meet their needs</b> (Early childhood, Head Start, Information and referral, Parent education)</p>	<p>a) Participants report referrals provided were relevant to meet their needs</p>	<p><b>NOTE:</b> Because the questions in this section are about supports they access once they are in the program, questions are retrospective (AFTER). The questions could also be asked partway through the program, if that would be useful and feasible.</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.</p> <p><b><u>Early Childhood &amp; Head Start</u></b></p> <p><b>NOTE:</b> You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply....” )</p> <p><b>NOTE:</b> Questions in this Early Childhood &amp; Head Start section are designed to be brief. Similar types of questions asked in the Adult section provide more detail.</p> <p><b>(Survey or interview with parent):</b>  <b>(a.1) Which kinds of programs/services/resources did you learn about from staff at [program] – that you did not know about before the program. (Please check all that apply, in the shaded box to the right of each type of resource.)</b></p> <table border="1" data-bbox="903 1003 2370 1495"> <thead> <tr> <th data-bbox="903 1003 1352 1068">Program/Service/Resource</th> <th data-bbox="1352 1003 1427 1068">√ if Yes</th> <th data-bbox="1427 1003 1841 1068">Program/Service/Resource</th> <th data-bbox="1841 1003 1916 1068">√ if Yes</th> <th data-bbox="1916 1003 2295 1068">Program/Service/Resource</th> <th data-bbox="2295 1003 2370 1068">√ if Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1068 1352 1268">Aboriginal services</td> <td data-bbox="1352 1068 1427 1268"></td> <td data-bbox="1427 1068 1841 1268">Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)</td> <td data-bbox="1841 1068 1916 1268"></td> <td data-bbox="1916 1068 2295 1268">Citizenship and Immigration</td> <td data-bbox="2295 1068 2370 1268"></td> </tr> <tr> <td data-bbox="903 1268 1352 1430">Community social connections (such as coffee groups, community social gathering events, group social outings)</td> <td data-bbox="1352 1268 1427 1430"></td> <td data-bbox="1427 1268 1841 1430">Disability Supports (such as AISH, PDD, assistance with activities of daily living)</td> <td data-bbox="1841 1268 1916 1430"></td> <td data-bbox="1916 1268 2295 1430">Early childhood programs/services (such as child care, preschool, services for special needs)</td> <td data-bbox="2295 1268 2370 1430"></td> </tr> <tr> <td data-bbox="903 1430 1352 1495">Emergency services (ambulance, fire, police)</td> <td data-bbox="1352 1430 1427 1495"></td> <td data-bbox="1427 1430 1841 1495">Employment –related (such as such as assessment for</td> <td data-bbox="1841 1430 1916 1495"></td> <td data-bbox="1916 1430 2295 1495">Ethno-cultural services (such as support for new</td> <td data-bbox="2295 1430 2370 1495"></td> </tr> </tbody> </table>						Program/Service/Resource	√ if Yes	Program/Service/Resource	√ if Yes	Program/Service/Resource	√ if Yes	Aboriginal services		Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)		Citizenship and Immigration		Community social connections (such as coffee groups, community social gathering events, group social outings)		Disability Supports (such as AISH, PDD, assistance with activities of daily living)		Early childhood programs/services (such as child care, preschool, services for special needs)		Emergency services (ambulance, fire, police)		Employment –related (such as such as assessment for		Ethno-cultural services (such as support for new	
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	Common Outcomes	Indicators	Tool Questions						
					employment capabilities, career counselling, job search/referral, training (education or on-the-job)		Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)		
			Financial counselling/money management (such as budgeting, banking)		Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden)		Functional assessments (such as development, skills, behaviours)		
			Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes)		Housing supports (such as affordable housing options, rent supplements, landlord-tenant information)		Income Supports (such as SFI)		
			Legal or protective services (such as Legal Aid, child protection, restraining orders )		Libraries		Mental health/emotional support (such as counselling, practical supports for daily living as needed)		
			Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning)		Places of worship/spiritual support		Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups)		
			Relationship support (such as counseling, healthy decision making)		Schools		Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys)		

	Common Outcomes	Indicators	Tool Questions											
			Transportation			Other (please specify)			None of these					
			<p><b>(a.2) Were these the programs/services/resources what you needed?</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><b>NOTE:</b> The question below is retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended elaboration of above question a.2):</b></p> <p><b>(a.3) If these programs/services/resources were what you needed, tell us why.</b></p> <p><b>(a.4) If these programs/services/resources were NOT what you needed, tell us why not.</b> (This question does not measure the indicator, but adds some related explanation to the above questions.)</p> <p><b>NOTE:</b> Code responses by ways/reasons that programs/services/resources categories in the table in a.1 met parents' needs (or not).</p> <p><b><u>General Adult Questions</u></b></p> <p><b>NOTE:</b> Please read the three notes that precede a.1 at the beginning of this section, as they apply here as well.</p> <p><b>(Survey or interview with participant):</b></p> <p><b>(a.5) Which kinds of programs/services/resources were you referred to in the last [insert timeframe of interest]? Which of these referrals were helpful to your needs? (Please check all the kinds of referrals you had, in the <u>light gray shaded box</u> to the right of each type of resource. Please check which kinds of referrals were helpful, in the <u>dark gray shaded box</u>. )<sup>18</sup></b></p>											
			Program/Service/Resource		√ if Ref	√ if Help	Program/Service/Resource		√ if Ref	√ if Help	Program/Service/Resource		√ if Ref	√ if Help
			Aboriginal services				Abuse- Safety and prevention related to				Citizenship and Immigration			

<sup>18</sup>Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association

	Common Outcomes	Indicators	Tool Questions									
						abuse/violence (such as intimate partner violence, child abuse, elder abuse)						
			Community social connections (such as coffee groups, community social gathering events, group social outings)			Disability Supports (such as AISH, PDD, assistance with activities of daily living)			Early childhood programs/services (such as child care, preschool, services for special needs)			
			Emergency services (ambulance, fire, police)			Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)			Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)			
			Financial counselling/money management (such as budgeting, banking)			Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden)			Functional assessments (such as development, skills, behaviours)			
			Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes)			Housing supports (such as affordable housing options, rent supplements, landlord-tenant information)			Income Supports (such as SFI)			
			Legal or protective services (such as Legal			Libraries			Mental health/emotional			

	Common Outcomes	Indicators	Tool Questions									
			Aid, child protection, restraining orders )						support (such as counselling, practical supports for daily living as needed)			
			Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning)			Places of worship/spiritual support			Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups)			
			Relationship support (such as counseling, healthy decision making)			Schools			Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys)			
			Transportation			Other (please specify)			None of these			
			<p><b>NOTE:</b> The next question could supplement the above chart (a.5), to get an overall rating. Or, the question could be used instead of doing (a.5), if it is not practical to go through the chart in a.5 (for example, with transient participants).</p> <p><b>(a.6) Overall, how helpful were the programs/services/resources we suggested to you?</b></p> <p>1 Not at all helpful                  2 Not very helpful                  3 Somewhat helpful                  4 Quite helpful                  5 Very helpful</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p>									

	Common Outcomes	Indicators	Tool Questions
			<p><b>(Open-ended elaboration of above question a.6):</b>  <b>(a.7) Which particular programs/services/resources were most helpful for your needs? (Please note the program, service or information you received, and the agency that offered it).</b></p> <p><b>(a.8) If none of these resources were helpful, please tell us why not.</b>  (This question does not directly measure the indicator, but adds some related explanation to the above questions.)</p> <p><b>NOTE:</b> Code responses by ways/reasons that programs/services/resources categories in the table in a.5 met parents' needs (or not).</p>
		<p>b) Participants report seeking out relevant resources</p>	<p><b>NOTE:</b> Please read the four notes that precede a.1 at the beginning of this section, as they apply here as well.</p> <p><b><u>Early Childhood &amp; Head Start</u></b></p> <p><b>(Open-ended question with parent):</b>  <b>(b.1) Which programs/services/resources have you used in the [insert timeframe of interest]?</b></p> <p><b>NOTE:</b> Code by categories from the chart in Question b.2 below, as applicable.</p> <p><b><u>General Adult</u></b></p> <p><b>NOTE:</b> Please read the three notes that precede a.1 at the beginning of this section, as they apply here as well.</p> <p><b>NOTE:</b> The second part of the question below “Which ones were helpful to your needs?”, and the dark gray shaded boxes, serve as Question c.1 in the next section.</p> <p><b>(Survey or interview with participant):</b>  <b>(b.2) Which kinds of programs/services/resources have you used in the [insert timeframe of interest]? Which ones were helpful to your needs? (Please check all the kinds of programs/services/resources you used, in the <u>light</u> gray shaded box to the right of each type of resource. Please check which kinds were helpful, in the <u>dark</u> gray shaded box. )<sup>19</sup></b></p>

<sup>19</sup>Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association

	Common Outcomes	Indicators	Tool Questions								
			Program/Service/Resource	√ if Used	√ if Help	Program/Service/Resource	√ if Used	√ if Help	Program/Service/Resource	√ if Used	√ if Help
			Aboriginal services			Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)			Citizenship and Immigration		
			Community social connections (such as coffee groups, community social gathering events, group social outings)			Disability Supports (such as AISH, PDD, assistance with activities of daily living)			Early childhood programs/services (such as child care, preschool, services for special needs)		
			Emergency services (ambulance, fire, police)			Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)			Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)		
			Financial counselling/money management (such as budgeting, banking)			Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden)			Functional assessments (such as development, skills, behaviours)		
			Health (such as family doctor, dental care, eye care, public health centre, health			Housing supports (such as affordable housing options, rent supplements, landlord-			Income Supports (such as SFI)		

	Common Outcomes	Indicators	Tool Questions									
			information health benefits/coverage available for people with low incomes)			tenant information)						
			Legal or protective services (such as Legal Aid, child protection, restraining orders )			Libraries			Mental health/emotional support (such as counselling, practical supports for daily living as needed)			
			Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning)			Places of worship/spiritual support			Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups)			
			Relationship support (such as counselling, healthy decision making)			Schools			Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys)			
			Transportation			Other (please specify)			None of these			



	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration of above question b.2):</b>  <b>(b.3) As best you can remember, which kinds of programs/services/resources did you use the most?</b>            [If asking on a survey]: Please list programs/services/resources. Include examples of agencies you went to or contacted. [If asking in an interview, <b>prompt</b>]: Where did you go (particular agencies or groups)? Who helped you?</p> <p><b>NOTE:</b> Responses could be coded according to the above categories in b.1, and examples of agencies and sources of help (e.g., programs, types of staff).</p>
		<p>c) Participants report they accessed services that meet their needs:</p> <ul style="list-style-type: none"> <li>i) food security</li> <li>ii) housing</li> <li>iii) safety</li> <li>iv) mental health</li> <li>v) social isolation</li> <li>vi) financial</li> </ul>	<p><b>NOTE:</b> Please read the first, second and fourth notes that precede a.1 at the beginning of this section, as they apply here as well.</p> <p><b>NOTE:</b> The questions in this section would only be relevant to participants who either are referred to programs/services/resources (<i>Indicator E.a</i>) or seek out programs/services/resources (<i>Indicator E.b</i>).</p> <p><b><u>Early Childhood &amp; Head Start</u></b></p> <p><b>(Open-ended question for parent):</b>  <b>(c.1) Which programs/ services/resources gave you the help you needed?</b></p> <p><b>NOTE:</b> Code responses by categories i through vi under Indicator c (see in column to the left) - plus other categories from the chart in Question c.2, as applicable.</p> <p><b><u>General Adult</u></b></p> <p><b>(c.2) NOTE:</b> The second question within the overall Question b.2 in the previous section covers this question (i.e., “Which ones were helpful to your needs?” – participant check dark gray shaded boxes that apply)</p> <p><b>NOTE:</b> The following question (c.3) could supplement the chart in b.2, that covers both b.2 and c.2 -- to get an overall rating. Or, c.3 could be used instead of doing the b.2/c.2 chart, if it is not practical to go through the chart in (for example, with transient participants).</p>

	Common Outcomes	Indicators	Tool Questions
			<p><b>(Survey or interview with participant):</b>  <b>(c.3) Overall, how helpful were the programs/services/resources that you used?</b></p> <p>1 Not at all helpful  2 Not very helpful  3 Somewhat helpful  4 Quite helpful  5 Very helpful</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration of above question c.3):</b>  <b>(c.4) Which particular programs/services/resources were <u>most</u> helpful to you? (Please tell us up to three programs/services/resources that were most helpful, and the agencies that offered them).</b>  If you interview rather than survey, you could further <b>prompt:</b> How did these programs/services/resources help you?</p> <p><b>(c.5) If none of these resources were helpful, please tell us why not?</b>  (This question does not measure the indicator, but adds some related explanation.)</p> <p><b>(Creative methods alternative to Question b.5, using photo voice):</b>  <b>(c.6) Ask participants to take pictures (with cell phones or disposable cameras) of the front doors (name signs) of all the agencies that helped them in the past [insert time frame of interest]. Then interview participants about the how these agencies helped them (or not).</b>  <b>(Prompt</b> as needed to flesh out details: name of agency, what the agency does/offers, how the agency helped them meet their needs.)</p> <p><b>NOTE:</b> Code responses (for c.4 through c.6) and photos (if used) by categories i through vi under <i>Indicator c</i> in column to left, plus other categories from the chart in Question b.2 as applicable - and ways that these programs/ services/resources helped them.</p> <p><b>Supplementary Questions:</b>  For both c.4 and c.6, you could add a question: <b>What difference has the help you received made in your life?</b>  This question goes beyond the indicator per se, but could be very useful for the agency to know.</p>

	Common Outcomes	Indicators	Tool Questions
F	<b>F. Participants are supported in meeting their basic needs</b> <i>(Basic needs)</i>	a) Participants access nutritious food for themselves or their children (e.g., fruits, vegetables, multiple food groups) b) Participants access housing that is(1) safe, (2) adequate, (3) affordable, (4) permanent -- in either independent or supported living arrangements, as appropriate to their needs (e.g., their physical, mental or social health; economic situation) c) Participants access clothing for themselves or their children d) Participants access transportation for themselves or their children e) Participants access resources that address safety (e.g., protection from physical emotional, or financial abuse; assistance with	<p><b>NOTE:</b> Because the questions in this section are about supports participants access once they are in the program, retrospective (AFTER) questions are likely most relevant and feasible – especially when many participants accessing basic needs are transient and seeing them more than once is rare (according to agencies). <b>Questions refer to a through g as a group</b>, because all those items represent basic needs.</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.</p> <p><b>NOTE:</b> The first two questions below are designed for situations where you need to collect data quickly from participants who may be hard to follow up with. Agencies have said they are not always able to gather data from all participants, if participants are transient. You will need to decide what works best with participants who are unlikely to return. For example, would they be willing to do a very short phone chat 2-3 days after you see them? Would they be willing to receive a text message? Or, is your only option to gather data while the participants are still on site?</p> <p><b>(Staff observation of participant):</b>  <b>(a-g.1)</b> Program staff document instances of participants requesting or using any of the categories of programs/services/resources listed in the chart in a-g.4 below, that pertain to Indicators <b>a through g</b> – when such direct observation is possible (such as when the services are offered directly by the program or by other programs in the same agency/on same site)<sup>20</sup></p> <p><b>(Open-ended alternative):</b> This could be used for very quick interview or text message  <b>(a-g.2) What kinds of programs/services/resources have you used in the [insert timeframe of interest]?</b></p> <p><b>Open-ended elaboration of above question a-g.2):</b>  <b>(a-g.3) Which of these programs/services/resources gave you the help you needed?</b>          (This question goes a little beyond the indicator, but could be useful to elaborate on access. This question could be asked after either a-g.2 above, or a-g.4 below.)  <b>Prompt as needed:</b> Where did you go (particular agencies or groups)? Who helped you?</p> <p><b>NOTE:</b> Code responses by categories <b>a through g</b> in column to left, plus any additional categories of interest from the chart in Question (a-g.4) – as well as any more specific types of support mentioned (e.g., types of</p>

<sup>20</sup> NOTE: We have developed a common resource list to fit several indicators that are about resources. The question that goes with the list varies somewhat by indicator. For this particular indicator, program staff would report on responses in the list that pertain to a through g above – but may also document other types of resources accessed by participants if they wish.

	Common Outcomes	Indicators	Tool Questions																																			
		daily living tasks as needed) f) Participants access resources that address mental health (e.g., counselling) g) Participants access resources that address social isolation (e.g., group activities, outings, home visits) h) Participants access resources that address financial issues (e.g., employment opportunities, career counselling, financial literacy)	agencies, people).  <b>NOTE:</b> The chart in a-g.4 below includes categories relevant to all of the indicators <b>a through g</b> . You can shorten the chart, by only including the checklist categories that are relevant to your program. You may decide to just focus on categories relevant to <b>a through g</b> , or you may want to include other categories too. The chart could be done in <b>survey or interview with participant</b> . (If interview, omit the "Please check... all that apply....").  <b>(a-g.4) What kinds of programs/services/resources have you used in the [insert timeframe of interest]? (Please check all that apply, in the shaded box to the right of each type of resource.)</b> <table border="1" data-bbox="903 649 2370 1497"> <thead> <tr> <th data-bbox="903 649 1352 714">Program/Service/Resource</th> <th data-bbox="1352 649 1427 714">√ if Yes</th> <th data-bbox="1427 649 1841 714">Program/Service/Resource</th> <th data-bbox="1841 649 1916 714">√ if Yes</th> <th data-bbox="1916 649 2295 714">Program/Service/Resource</th> <th data-bbox="2295 649 2370 714">√ if Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 714 1352 911">Aboriginal services</td> <td data-bbox="1352 714 1427 911"></td> <td data-bbox="1427 714 1841 911">Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)</td> <td data-bbox="1841 714 1916 911"></td> <td data-bbox="1916 714 2295 911">Citizenship and Immigration</td> <td data-bbox="2295 714 2370 911"></td> </tr> <tr> <td data-bbox="903 911 1352 1073">Community social connections (such as coffee groups, community social gathering events, group social outings)</td> <td data-bbox="1352 911 1427 1073"></td> <td data-bbox="1427 911 1841 1073">Disability Supports (such as AISH, PDD, assistance with activities of daily living)</td> <td data-bbox="1841 911 1916 1073"></td> <td data-bbox="1916 911 2295 1073">Early childhood programs/services (such as child care, preschool, services for special needs)</td> <td data-bbox="2295 911 2370 1073"></td> </tr> <tr> <td data-bbox="903 1073 1352 1370">Emergency services (ambulance, fire, police)</td> <td data-bbox="1352 1073 1427 1370"></td> <td data-bbox="1427 1073 1841 1370">Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)</td> <td data-bbox="1841 1073 1916 1370"></td> <td data-bbox="1916 1073 2295 1370">Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)</td> <td data-bbox="2295 1073 2370 1370"></td> </tr> <tr> <td data-bbox="903 1370 1352 1497">Financial counselling/money management (such as budgeting, banking)</td> <td data-bbox="1352 1370 1427 1497"></td> <td data-bbox="1427 1370 1841 1497">Food (multiple food groups – including fruits and vegetables – from sources such as food bank,</td> <td data-bbox="1841 1370 1916 1497"></td> <td data-bbox="1916 1370 2295 1497">Functional assessments (such as development, skills, behaviours)</td> <td data-bbox="2295 1370 2370 1497"></td> </tr> </tbody> </table>						Program/Service/Resource	√ if Yes	Program/Service/Resource	√ if Yes	Program/Service/Resource	√ if Yes	Aboriginal services		Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)		Citizenship and Immigration		Community social connections (such as coffee groups, community social gathering events, group social outings)		Disability Supports (such as AISH, PDD, assistance with activities of daily living)		Early childhood programs/services (such as child care, preschool, services for special needs)		Emergency services (ambulance, fire, police)		Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)		Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)		Financial counselling/money management (such as budgeting, banking)		Food (multiple food groups – including fruits and vegetables – from sources such as food bank,		Functional assessments (such as development, skills, behaviours)	
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	Common Outcomes	Indicators	Tool Questions						
					community kitchen, good food box, community garden)				
			Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes)		Housing supports (such as affordable housing options, rent supplements, landlord-tenant information)		Income Supports (such as SFI)		
			Legal or protective services (such as Legal Aid, child protection, restraining orders )		Libraries		Mental health/emotional support (such as counselling, practical supports for daily living as needed)		
			Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning)		Places of worship/spiritual support		Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups)		
			Relationship support (such as counselling, healthy decision making)		Schools		Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys)		
			Transportation		Other (please specify)		None of these		
			<b>NOTE:</b> Question a-g.3 above could be asked here, for further elaboration.						

	Common Outcomes	Indicators	Tool Questions
G	<p><b>G. Children have developmentally appropriate skills</b> (Children &amp; youth, Early childhood, Head Start)</p>	<p>a) Participants demonstrate age/developmentally appropriate skills in the following areas: personal/social skills<sup>21</sup>, communication skills, gross motor skills, fine motor skills, appropriate problem solving skills, coping skills</p>	<p><b><u>Preschool (3-5 years)</u></b></p> <p><b>NOTE:</b> This indicator is only relevant to preschool children.</p> <p><b>Formal assessment</b> Many agencies already give parents the Ages and Stages Questionnaire (ASQ) as part of their core programming. Agencies could use the overall pre-post (BEFORE &amp; AFTER) results across the developmental domains to represent changes in child development during their program. This reporting would not be at the individual level. It would be a global report (i.e., grouped results) of how many children are at each level of development for each of the developmental domains reflected in the indicator.</p> <p><b>Less Formal Assessment</b> If agencies are not using ASQ in a formal sense as above, the following questions are suggested to provide data consistent with the domains covered in the ASQ.<sup>22</sup></p> <p><b>(Open-ended interview with parent – based on parent observation of child):</b> <b>(a.1) What, if any, changes have you observed in your child's abilities since s/he started [program]?</b> <b>Prompts:</b> personal/social skills, communication skills, gross motor skills, fine motor skills, appropriate problem solving skills, coping skills</p> <p><b>NOTE:</b> Code responses using developmental domains: social skills, communication skills, gross motor skills, fine motor skills, problem solving skills and coping skills.</p> <p><b>NOTE:</b> To capture child development, the following question would ideally be asked when the child begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, or if you think parents may not always be able to give accurate skill ratings BEFORE the program (for example, if they are unsure how to define some types of skills – such as social or problem solving skills), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER</p>

<sup>21</sup>Examples of skills that further define these indicators are contained within Ages & Stages questionnaires. Specific skills vary by age and stage of development – connection between age and stage may vary for children with developmental disabilities.

<sup>22</sup> Family Services of Central Alberta, available at: [http://www.fsca.ca/?page\\_id=214](http://www.fsca.ca/?page_id=214), accessed 23 July 2013

	Common Outcomes	Indicators	Tool Questions																												
			<p>response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings. That way, their AFTER response is less likely to influence their BEFORE response.</p> <p><b>(Survey or interview with parent, based on parent observation of child):</b>  <b>(a.2) In your view, how well can your child do each of the following skills? (Please check the column that best describes how well your child can do each skill.)</b></p> <p><b>NOTE:</b> The skills in brackets are for staff, and should not appear here if participants are answering the question in a survey format.</p> <table border="1" data-bbox="903 613 2386 948"> <thead> <tr> <th data-bbox="903 613 1774 711">Type of Skill</th> <th data-bbox="1774 613 1991 711">1 Not well at all</th> <th data-bbox="1991 613 2209 711">2 Somewhat well</th> <th data-bbox="2209 613 2386 711">3 Very well</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 711 1774 743">Playing with other children (social skills)</td> <td data-bbox="1774 711 1991 743"></td> <td data-bbox="1991 711 2209 743"></td> <td data-bbox="2209 711 2386 743"></td> </tr> <tr> <td data-bbox="903 743 1774 808">Understanding others and expressing him/herself (communication skills)</td> <td data-bbox="1774 743 1991 808"></td> <td data-bbox="1991 743 2209 808"></td> <td data-bbox="2209 743 2386 808"></td> </tr> <tr> <td data-bbox="903 808 1774 841">Running, hopping (gross motor skills)</td> <td data-bbox="1774 808 1991 841"></td> <td data-bbox="1991 808 2209 841"></td> <td data-bbox="2209 808 2386 841"></td> </tr> <tr> <td data-bbox="903 841 1774 873">Using scissors, colouring (fine motor skills)</td> <td data-bbox="1774 841 1991 873"></td> <td data-bbox="1991 841 2209 873"></td> <td data-bbox="2209 841 2386 873"></td> </tr> <tr> <td data-bbox="903 873 1774 906">Following simple directions (problem solving skills)</td> <td data-bbox="1774 873 1991 906"></td> <td data-bbox="1991 873 2209 906"></td> <td data-bbox="2209 873 2386 906"></td> </tr> <tr> <td data-bbox="903 906 1774 948">Settling down when upset (coping skills)</td> <td data-bbox="1774 906 1991 948"></td> <td data-bbox="1991 906 2209 948"></td> <td data-bbox="2209 906 2386 948"></td> </tr> </tbody> </table> <p><b>NOTE:</b> Question a.3 below is a simpler alternative for AFTER the program, but provides less information than Question a.2. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p>	Type of Skill	1 Not well at all	2 Somewhat well	3 Very well	Playing with other children (social skills)				Understanding others and expressing him/herself (communication skills)				Running, hopping (gross motor skills)				Using scissors, colouring (fine motor skills)				Following simple directions (problem solving skills)				Settling down when upset (coping skills)			
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		<p>b) School-age participants demonstrate school readiness skills (e.g., age-appropriate literacy, numeracy)</p>	<p><b>NOTE:</b> This indicator is only relevant to <b><i>children entering the school system</i></b>. The term “readiness” is used to describe Kindergarten readiness (numeracy, literacy, social skills). It is used to describe what pre-school, ECD and Head Start programs provide. Children who are already in school are assumed to be “ready”, but require supports during key “transitions” (elementary to middle school, middle to high school). Their commitment to school could be assessed through the developmental assets – under the ‘commitment to learning’ asset (see indicator G.c below and related questions.)</p> <p><b>NOTE:</b> The following question can only be asked retrospectively (AFTER the program). Asking open-ended first here will bring out what is ‘top of mind’ for parents, before they see/hear a closed question with a list. That could be useful for this type of program – to show what is most important to parents about their child’s readiness for school.</p>																												



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			<p><b>(Open-ended interview with parent – based on parent observation of child):</b>  <b>(b.1) Please tell us about what, if anything, your child learned to at [program] that will help him/her at school?</b></p> <p><b>NOTE:</b> Code responses using categories from the Brigance Readiness Assessment: recites alphabet, reads letters, prints personal information, prints letters in order, prints letters, counts in order, counts objects, reads numbers, understands numbers, writes numbers in order.<sup>23</sup></p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(Survey or interview with parent, based on parent observation of child):</b>  <b>(b.2) In your view, how well can your child do each of the following skills?<sup>24</sup></b></p> <table border="1" data-bbox="900 683 1795 1154"> <thead> <tr> <th data-bbox="900 683 1338 781">Type of Skill</th> <th data-bbox="1338 683 1467 781">1 Not at all well</th> <th data-bbox="1467 683 1631 781">2 Somewhat well</th> <th data-bbox="1631 683 1795 781">3 Very well</th> </tr> </thead> <tbody> <tr><td data-bbox="900 781 1338 816">Recites the alphabet</td><td data-bbox="1338 781 1467 816"></td><td data-bbox="1467 781 1631 816"></td><td data-bbox="1631 781 1795 816"></td></tr> <tr><td data-bbox="900 816 1338 852">Reads letters</td><td data-bbox="1338 816 1467 852"></td><td data-bbox="1467 816 1631 852"></td><td data-bbox="1631 816 1795 852"></td></tr> <tr><td data-bbox="900 852 1338 888">Prints his/her name</td><td data-bbox="1338 852 1467 888"></td><td data-bbox="1467 852 1631 888"></td><td data-bbox="1631 852 1795 888"></td></tr> <tr><td data-bbox="900 888 1338 924">Prints letters in order</td><td data-bbox="1338 888 1467 924"></td><td data-bbox="1467 888 1631 924"></td><td data-bbox="1631 888 1795 924"></td></tr> <tr><td data-bbox="900 924 1338 959">Prints letters</td><td data-bbox="1338 924 1467 959"></td><td data-bbox="1467 924 1631 959"></td><td data-bbox="1631 924 1795 959"></td></tr> <tr><td data-bbox="900 959 1338 995">Counts in order</td><td data-bbox="1338 959 1467 995"></td><td data-bbox="1467 959 1631 995"></td><td data-bbox="1631 959 1795 995"></td></tr> <tr><td data-bbox="900 995 1338 1057">Counts different things (objects)</td><td data-bbox="1338 995 1467 1057"></td><td data-bbox="1467 995 1631 1057"></td><td data-bbox="1631 995 1795 1057"></td></tr> <tr><td data-bbox="900 1057 1338 1092">Reads numbers</td><td data-bbox="1338 1057 1467 1092"></td><td data-bbox="1467 1057 1631 1092"></td><td data-bbox="1631 1057 1795 1092"></td></tr> <tr><td data-bbox="900 1092 1338 1128">Understands numbers</td><td data-bbox="1338 1092 1467 1128"></td><td data-bbox="1467 1092 1631 1128"></td><td data-bbox="1631 1092 1795 1128"></td></tr> <tr><td data-bbox="900 1128 1338 1154">Writes numbers in order</td><td data-bbox="1338 1128 1467 1154"></td><td data-bbox="1467 1128 1631 1154"></td><td data-bbox="1631 1128 1795 1154"></td></tr> </tbody> </table>	Type of Skill	1 Not at all well	2 Somewhat well	3 Very well	Recites the alphabet				Reads letters				Prints his/her name				Prints letters in order				Prints letters				Counts in order				Counts different things (objects)				Reads numbers				Understands numbers				Writes numbers in order			
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			<p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(b.3) In your view, how well can your child do each of the following skills, compared to before he/she started coming to [program]?</b></p> <table border="1" data-bbox="900 505 1795 976"> <thead> <tr> <th data-bbox="900 505 1335 602">Type of Skill</th> <th data-bbox="1335 505 1464 602">1 Not as well</th> <th data-bbox="1464 505 1631 602">2 About the same</th> <th data-bbox="1631 505 1795 602">3 Better</th> </tr> </thead> <tbody> <tr><td data-bbox="900 602 1335 638">Recites the alphabet</td><td data-bbox="1335 602 1464 638"></td><td data-bbox="1464 602 1631 638"></td><td data-bbox="1631 602 1795 638"></td></tr> <tr><td data-bbox="900 638 1335 673">Reads letters</td><td data-bbox="1335 638 1464 673"></td><td data-bbox="1464 638 1631 673"></td><td data-bbox="1631 638 1795 673"></td></tr> <tr><td data-bbox="900 673 1335 709">Prints his/her name</td><td data-bbox="1335 673 1464 709"></td><td data-bbox="1464 673 1631 709"></td><td data-bbox="1631 673 1795 709"></td></tr> <tr><td data-bbox="900 709 1335 745">Prints letters in order</td><td data-bbox="1335 709 1464 745"></td><td data-bbox="1464 709 1631 745"></td><td data-bbox="1631 709 1795 745"></td></tr> <tr><td data-bbox="900 745 1335 781">Prints letters</td><td data-bbox="1335 745 1464 781"></td><td data-bbox="1464 745 1631 781"></td><td data-bbox="1631 745 1795 781"></td></tr> <tr><td data-bbox="900 781 1335 816">Counts in order</td><td data-bbox="1335 781 1464 816"></td><td data-bbox="1464 781 1631 816"></td><td data-bbox="1631 781 1795 816"></td></tr> <tr><td data-bbox="900 816 1335 878">Counts different things (objects)</td><td data-bbox="1335 816 1464 878"></td><td data-bbox="1464 816 1631 878"></td><td data-bbox="1631 816 1795 878"></td></tr> <tr><td data-bbox="900 878 1335 914">Reads numbers</td><td data-bbox="1335 878 1464 914"></td><td data-bbox="1464 878 1631 914"></td><td data-bbox="1631 878 1795 914"></td></tr> <tr><td data-bbox="900 914 1335 950">Understands numbers</td><td data-bbox="1335 914 1464 950"></td><td data-bbox="1464 914 1631 950"></td><td data-bbox="1631 914 1795 950"></td></tr> <tr><td data-bbox="900 950 1335 976">Writes numbers in order</td><td data-bbox="1335 950 1464 976"></td><td data-bbox="1464 950 1631 976"></td><td data-bbox="1631 950 1795 976"></td></tr> </tbody> </table>	Type of Skill	1 Not as well	2 About the same	3 Better	Recites the alphabet				Reads letters				Prints his/her name				Prints letters in order				Prints letters				Counts in order				Counts different things (objects)				Reads numbers				Understands numbers				Writes numbers in order			
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		<p>c) Participants report behaviours or feelings that are consistent with some of following of the eight developmental assets: support, empowerment, boundaries &amp; expectations, constructive use of time, commitment to learning, positive values,</p>	<p><b>NOTE:</b> <i>There are four age categories for developmental assets: 3-5, 5-9, 8-12, 12-18 years. Questions below focus on both internal and external development assets – from the perspective that the external assets support strengthening of the internal assets.</i></p> <p><b><u>School-age Children and Youth (Adolescents)</u></b></p> <p><b>NOTE:</b> Asking open-ended first here will bring out what is 'top of mind' f the youth, before they see/hear a closed question with a list. That could be useful for this type of program – to show what is most important to the youth.</p>																																												

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		social competencies, positive identity) <sup>25</sup>	<p><b>(Open-ended interview with child/youth):</b>  <b>(c.1) What can you do to be the best person you can be?</b>  <b>Prompts:</b> Use definitions from internal developmental assets below (commitment to learning, positive values, social competencies, positive identity)</p> <p><b>(Creative methods alternative to Question c.1, using drawing or photovoice):</b>  <b>(c.2) Ask participants to draw or take pictures (using disposable camera or cell phone) that show them being the best person they can be.</b> (Use <b>prompts</b> as above, as needed.)</p> <p><b>NOTE:</b> Code interview responses (for c.1 or c.2) and drawing (if used) by how they reflect the internal developmental assets below.</p> <p><b>Internal Developmental Assets</b>  Commitment to Learning – children/youth care about school and completing their homework; they appreciate learning new things  Positive Values – Children/youth value taking responsibility for their own actions and helping others; they are honest and respectful of their community  Social Competencies – Children/youth express their feelings, establish relationships with others, reject activities/suggestions that are dangerous, and find positive ways to deal with hardships  Positive Identity – Children/youth have a positive sense of self-worth and a sense of purpose</p> <p><b>(Open-ended interview with child/youth):</b>  <b>(c.3) What things in your school [or neighbourhood] help you be the best person you can be?</b>  <b>Prompts:</b> Use definitions from external developmental assets below (support, empowerment, boundaries &amp; expectations, constructive use of time)</p> <p><b>(Creative methods alternative to Question c.1, using drawing or photovoice):</b>  <b>(c.4) Ask participants to draw or take pictures (using disposable camera or cell phone) that show the things in their school [or neighbourhood] that help them be the best person they can be.</b> (Use <b>prompts</b> as above, as needed.)</p>

<sup>25</sup> SEARCH Institute (2011). Developmental assets. <http://www.search-institute.org/developmental-assets> (This links includes early research into developmental assets as well as up-to-date work in this area (including tailoring the assets to different age groups) NOTE: Questions developed here reflect DA concepts illustrated in a sample survey on the SEARCH Institute website. Actual DA scales would need to be purchased from the SEARCH Institute.

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			<p><b>NOTE:</b> Code interview responses (for c.3 or c.4) and drawing (if used) by how they reflect the internal developmental assets below.</p> <p><b>External Developmental Assets</b>  Support – children have caring adults in their lives, such as parents, neighbours, and teachers  Empowerment – children/youth feel safe at home and school; they feel valued and appreciated  Boundaries and Expectations – children/youth feel they must follow the boundaries (i.e., rules) and meet expectations (i.e., behaviour) at home, school and neighbourhood  Constructive Use of Time – children/youth are involved in outside (extracurricular) activities, such as clubs, music/art, sports, or religious groups</p> <p><b>NOTE:</b> To capture changes in development assets, the following question would ideally be asked when the child begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, or if you think children/youth may not always be able to give accurate asset ratings BEFORE the program (for example, if they are unsure how to define of the asset-related questions – such as feeling safe), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings. That way, their AFTER response is less likely to influence their BEFORE response.</p> <p><b>(Survey or interview with child/youth):</b> (verbal would likely work best with younger children)  <b>(c.5) How much do you agree or disagree with each the following sentences? (Please check the column that best says how you feel about each sentence).</b><sup>26</sup></p>

<sup>26</sup> These items (sentences) generally align (conceptually) with the internal and external developmental assets noted above. More formal measurement of the assets would require purchasing specific tools from the SEARCH Institute (2011). Developmental assets. <http://www.search-institute.org/developmental-assets>

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	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> For this question, it might be most informative to go with the child/youth responses, without further prompting – to see what the child/youth sees as most important to say 'top of mind'. However, if you need to <b>prompt</b> for further elaboration, use the internal asset categories under c.2.</p> <p><b>NOTE:</b> Code responses by internal developmental asset categories (under c.2).</p> <p><b>NOTE:</b> Please read the note that precedes c.7 as it applies here as well.</p> <p><b>(Open-ended interview with child/youth):</b>  <b>(c.8) What helps you to be good at those things?</b>  <b>Prompts:</b> Use external asset development categories (under c.4)</p> <p><b>NOTE:</b> Responses would be coded by external developmental asset categories (under c.4).</p> <p><b>NOTE:</b> Question below would be asked retrospectively (AFTER program), for youth who are hard to contact – e.g., high-risk/vulnerable youth).</p> <p><b>(Text message or interview question with youth):</b> (method will depend on access to the youth and time they are willing to spend)</p> <p><b>(Open-ended interview with child/youth):</b>  <b>(c.9) Have you learned anything new from [program/outreach]?</b> ___ Yes ___ No</p> <p>(IF YES): <b>Tell us about it.</b>  <b>Prompts</b> (if opportunity to interview): What did you learn about yourself? What did you learn about the people in your life?</p> <p><b>NOTE:</b> Code responses by internal developmental asset categories (under c.2) and/or external developmental asset categories (under c.4).</p>

	Common Outcomes	Indicators	Tool Questions
			<p><b>(Staff observation):</b> - Have checklist for the following group dynamics):  <b>(c.10) What changes, if any, have you observed in the members of [youth group/program]?<sup>27</sup></b></p> <p>___ Less physical fighting (social competencies – peaceful conflict resolution)  ___ Less verbal fighting (such as non-constructive arguing or insults when they disagree with someone) (social competencies – peaceful conflict resolution)  ___ Let each other express their opinions more (social competencies – interpersonal competence)  ___ Show up for youth group or activities when they said they would (social competencies - interpersonal competence)</p> <p><b>Additional questions to gather parental perceptions of child/youth development with regard to the assets:</b></p> <p><b><u>School-age Children</u></b></p> <p><b>NOTE:</b> The open-ended question below is retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended interview with parent – based on parent observation of child):</b>  <b>(c.11) What, if any, changes have you observed in your child's behaviours since s/he started [program]?</b>  <b>Prompts:</b> Use definitions from internal developmental assets listed under c.2 (commitment to learning, positive values, social competencies, positive identity) and external assets under c.4 (external developmental assets below (support, empowerment, boundaries &amp; expectations, constructive use of time)).</p> <p><b>NOTE:</b> Code responses using internal developmental asset domains under c.2.</p> <p><b>NOTE:</b> Please read the note that precedes c.5, as it applies here as well – but to parents rather than children/youth.</p> <p><b>(Survey or interview with parent, based on parent observation of the child and/or any feedback to parent from teachers or principal):</b>  <b>(c.12) How well does your child do each of the following behaviours? (Please check the column that best describes how well your child can do each behaviour.)<sup>28</sup></b></p>

<sup>27</sup> Behaviours reflect internal developmental assets. The items generally align (conceptually) with the internal asset of social competencies – and provide some additional detail on sub-types of these competencies. More formal measurement of the assets would require purchasing specific tools from the SEARCH Institute (2011). Developmental assets. <http://www.search-institute.org/developmental-assets>



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			<p><b>NOTE:</b> Please read the note that precedes c.6, as it applies here as well – but to parents rather than children/youth.</p> <p><b>(c.13) In your view, how well does your child do each of the following behaviours, compared to before s/he started [program]? (Please check the column that best describes how well your child can do each behaviour.)</b></p> <table border="1" data-bbox="900 505 1964 1166"> <thead> <tr> <th data-bbox="900 505 1354 638">Type of Behaviour</th> <th data-bbox="1354 505 1483 638">1 Not as well</th> <th data-bbox="1483 505 1615 638">2 About the same</th> <th data-bbox="1615 505 1784 638">3 Better</th> <th data-bbox="1784 505 1964 638">Have not seen/heard</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 638 1354 737">Getting into less trouble in class/school (social competencies)</td> <td data-bbox="1354 638 1483 737"></td> <td data-bbox="1483 638 1615 737"></td> <td data-bbox="1615 638 1784 737"></td> <td data-bbox="1784 638 1964 737"></td> </tr> <tr> <td data-bbox="900 737 1354 803">Talking with teachers (social competencies)</td> <td data-bbox="1354 737 1483 803"></td> <td data-bbox="1483 737 1615 803"></td> <td data-bbox="1615 737 1784 803"></td> <td data-bbox="1784 737 1964 803"></td> </tr> <tr> <td data-bbox="900 803 1354 870">Talking with parents (social competencies)</td> <td data-bbox="1354 803 1483 870"></td> <td data-bbox="1483 803 1615 870"></td> <td data-bbox="1615 803 1784 870"></td> <td data-bbox="1784 803 1964 870"></td> </tr> <tr> <td data-bbox="900 870 1354 937">Getting along with other kids (social competencies)</td> <td data-bbox="1354 870 1483 937"></td> <td data-bbox="1483 870 1615 937"></td> <td data-bbox="1615 870 1784 937"></td> <td data-bbox="1784 870 1964 937"></td> </tr> <tr> <td data-bbox="900 937 1354 1003">Dealing with frustration (social competencies)</td> <td data-bbox="1354 937 1483 1003"></td> <td data-bbox="1483 937 1615 1003"></td> <td data-bbox="1615 937 1784 1003"></td> <td data-bbox="1784 937 1964 1003"></td> </tr> <tr> <td data-bbox="900 1003 1354 1070">Asking for help with school work (commitment to learning)</td> <td data-bbox="1354 1003 1483 1070"></td> <td data-bbox="1483 1003 1615 1070"></td> <td data-bbox="1615 1003 1784 1070"></td> <td data-bbox="1784 1003 1964 1070"></td> </tr> <tr> <td data-bbox="900 1070 1354 1166">Other – please tell us more</td> <td data-bbox="1354 1070 1483 1166"></td> <td data-bbox="1483 1070 1615 1166"></td> <td data-bbox="1615 1070 1784 1166"></td> <td data-bbox="1784 1070 1964 1166"></td> </tr> </tbody> </table> <p><b><u>School-age Children and Youth (Adolescents)</u></b></p> <p><b>NOTE:</b> Please read the note that precedes c.7, as it applies here as well – but to both internal and external assets in this case.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(c.14) What, if any, changes have you noticed in your child /youth <u>at home</u> since (s)he started [program]?</b>  <b>(c.15) What, if any, changes have you noticed in your child/youth <u>at school</u> since (s)he started [program]?</b></p>	Type of Behaviour	1 Not as well	2 About the same	3 Better	Have not seen/heard	Getting into less trouble in class/school (social competencies)					Talking with teachers (social competencies)					Talking with parents (social competencies)					Getting along with other kids (social competencies)					Dealing with frustration (social competencies)					Asking for help with school work (commitment to learning)					Other – please tell us more				
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			<p><b>(c.16) What, if any, changes have you noticed in your child/youth <u>in your community</u> since (s)he started [insert]?</b></p> <p><b>(c.17) What, if anything, has helped your child to make the changes that you just described?</b></p> <p><b>Prompts:</b> Use internal and/or external developmental asset development categories (under Question c.2 &amp; c.4, respectively).</p> <p><b>NOTE:</b> Code responses by internal and/or external developmental asset development categories (under Question c.2 &amp; c.4, respectively).</p>
H	<p><b>H. Participants have knowledge of child development</b> (Home visitation, Parent Link Centres)</p>	<p>a) Parents/caregivers identify activities that are appropriate for their child(ren)'s development (e.g., what activities they would encourage children to do, or do with their children, at a particular age/stage)</p>	<p><b>NOTE:</b> The following question would ideally be asked when the parent begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able to accurately assess how much they know), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings. That way, their AFTER response is less likely to influence their BEFORE response.</p> <p><b>NOTE:</b> The next question refers to age, for simplicity of the question. If in your program, age and stage of development do not correspond, substitute 'stage of development' (or another more appropriate term) for age.</p> <p><b>(Survey or interview with parent):</b> <b>(a.1) Thinking about activities that you could do with your child, would you say you know:</b></p> <p>1 Very few activities appropriate for your child's age? 2 Some activities appropriate for your child's age? 3 Several activities appropriate for your child's age? 4 Many activities appropriate for your child's age?</p>

	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p> <p><b>(a.2) Compared to when you started [program], would you say you know:</b></p> <ol style="list-style-type: none"> <li>1 More activities appropriate for your child's age, that you could do with your child?</li> <li>2 About the same number of activities appropriate for your child's age, that you could do with your child?</li> <li>3 Fewer activities appropriate for your child's age, that you could do with your child?</li> </ol> <p><b>(Open-ended elaboration or alternative):</b>  <b>(a.3) What specific activities do you know of, that are a good fit with your child's present age or stage of development? (Please share examples)</b></p> <p><b>NOTE:</b> Code responses by types of activities mentioned and how parent describes those activities as linked to development age or stage.</p> <p><b>Supplementary Questions:</b> This question goes beyond the knowledge indicator, but could be useful for agencies, if they are interested in looking beyond knowledge to use of their learning.</p> <p><b>How much do you agree or disagree with each of the following statement:</b>  <b>I use ideas that I learned at this program to help me manage my child's behaviour</b></p> <ol style="list-style-type: none"> <li>1 Strongly disagree</li> <li>2 Disagree</li> <li>3 Neither agree nor disagree</li> <li>4 Agree</li> <li>5 Strongly agree</li> </ol>
		(b) Parents/caregivers identify ways they can interact with their child(ren) in a way that matches his/her level of	<p><b>NOTE:</b> Please read the first note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with parent):</b>  <b>(b.1) How much do you agree or disagree with each of the following statements? (Please check the column that best reflects what you think.)</b></p>

	Common Outcomes	Indicators	Tool Questions						
		development (e.g., read to child(ren), engage in interactive play in home or community)	<b>Statements</b>	<b>1 Strongly disagree</b>	<b>2 Disagree</b>	<b>3 Neither agree nor disagree</b>	<b>4 Agree</b>	<b>5 Strongly agree</b>	
I know the type of books my child prefers									
When I play with my child, I think of what I can expect of him or her.									
The games we play are easy for my child to understand.									
I take my child to places where I know she or he will be able to play with other children the same age.									
<p><b>NOTE:</b> Please read the first note that precedes a.2, as it applies here as well.</p>									
<p><b>(b.2) Compared to when you started [program], how much would you say you know about each of the following: (Please check the column that best reflects what you think.)</b></p>									
<b>Statement</b>	<b>1 Less</b>	<b>2 About the Same</b>	<b>3 More</b>						
I know the type of books my child prefers.									
When I play with my child, I think of what I can expect of him or her.									
The games we play are easy for my child to understand.									
I take my child to places where I know the she or he will be able to play with other children the same age.									

	Common Outcomes	Indicators	Tool Questions
			<p><b>(Open ended alternative):</b>  <b>(b.3) How do you decide what to play, read or do with your child?</b>  <b>Prompts:</b> What things do you consider? Who decides? (you or your child) How do you introduce new things? How do you encourage your child to try new things?</p> <p><b>(Alternative to b.3, using creative method, such as photo voice):</b>  <b>(b.4) Ask parents to take some pictures of activities they do together with their child that are really fun and that their child seem to enjoy the most. Then interview participants about how they decide to do these photographed activities which activities with their child).</b>            (Use <b>prompts</b> as above.)</p> <p><b>NOTE:</b> Code responses (for b.3 or b.4) by how each activity choices mentioned by the parent, and ways they describe activities fitting with age/stage of development of their child.</p> <p><b>Supplementary Questions:</b> These go beyond the indicator, but could be really good broad questions for agencies to ask.</p> <p><b>What is the most important thing you have learned about your child's development since you started coming to the program? Why was this an important learning?</b></p>

	Common Outcomes	Indicators	Tool Questions																																																																						
		<p>c) Parents identify the developmental stages that can be expected of their child in relation to:</p> <ul style="list-style-type: none"> <li>-Communication</li> <li>-Physical development</li> <li>-Attention</li> <li>-Focus</li> </ul>	<p><b>NOTE:</b> Please read the first note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with parent):</b>  <b>(c.1) How much would you say you know about each of the following childhood development areas, as they apply to your child? (Please check the column that best reflects what you think.)</b></p> <table border="1" data-bbox="916 469 1929 837"> <thead> <tr> <th>Area of Development</th> <th>1 None</th> <th>2 Very little</th> <th>3 Some</th> <th>4 Quite a bit</th> <th>5 A lot</th> </tr> </thead> <tbody> <tr> <td>Speech and language (communication)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Overall physical</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fine motor</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Gross motor</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Social skills</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Emotional</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>NOTE:</b> Please read the first note that precedes a.2, as it applies here as well.</p> <p><b>(c.2) Compared to when you started [program], how much would you say you know about each of the following areas of development. (Please check the column that best reflects what you think.)</b></p> <table border="1" data-bbox="916 1092 1704 1461"> <thead> <tr> <th>Area of Development</th> <th>1 Less</th> <th>2 About the Same</th> <th>3 More</th> </tr> </thead> <tbody> <tr> <td>Speech and language (communication)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Overall physical</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fine motor</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Gross motor</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Social skills</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Emotional</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Area of Development	1 None	2 Very little	3 Some	4 Quite a bit	5 A lot	Speech and language (communication)						Overall physical						Fine motor						Gross motor						Social skills						Emotional						Area of Development	1 Less	2 About the Same	3 More	Speech and language (communication)				Overall physical				Fine motor				Gross motor				Social skills				Emotional			
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			<p><b>(Open-ended elaboration or alternative):</b>  <b>(c.3) In your view, what are some of the things that are unique to your child's age, in terms of development?</b>  <i>(Prompt by development areas from c.2 above)</i></p> <p><b>NOTE:</b> Code responses by areas of development in c.2 above</p> <p><b>NOTE:</b> Items below in C.3 go beyond the indicator as written, but the indicator itself (focused on developmental stages) was deemed too narrow by some agencies. These questions cover multiple child development factors.<sup>29</sup></p> <p><b>(Survey or interview with parent):</b>  <b>(c.4) Please rate how much you agree or disagree with each of the following statements. (Please check the column that best describes your experience. If the topic was not covered in the program please check "not covered".)</b></p> <table border="1" data-bbox="916 794 2475 1391"> <thead> <tr> <th data-bbox="916 794 1526 927">Statement</th> <th data-bbox="1526 794 1674 927">Not covered</th> <th data-bbox="1674 794 1838 927">1 Strongly disagree</th> <th data-bbox="1838 794 2002 927">2 Disagree</th> <th data-bbox="2002 794 2169 927">3 Neither agree nor disagree</th> <th data-bbox="2169 794 2314 927">4 Agree</th> <th data-bbox="2314 794 2475 927">5 Strongly agree</th> </tr> </thead> <tbody> <tr> <td data-bbox="916 927 1526 992">I am aware of how children change as they learn and grow.</td> <td data-bbox="1526 927 1674 992"></td> <td data-bbox="1674 927 1838 992"></td> <td data-bbox="1838 927 2002 992"></td> <td data-bbox="2002 927 2169 992"></td> <td data-bbox="2169 927 2314 992"></td> <td data-bbox="2314 927 2475 992"></td> </tr> <tr> <td data-bbox="916 992 1526 1057">I do things with my child to help him or her learn.</td> <td data-bbox="1526 992 1674 1057"></td> <td data-bbox="1674 992 1838 1057"></td> <td data-bbox="1838 992 2002 1057"></td> <td data-bbox="2002 992 2169 1057"></td> <td data-bbox="2169 992 2314 1057"></td> <td data-bbox="2314 992 2475 1057"></td> </tr> <tr> <td data-bbox="916 1057 1526 1122">I know how to discipline my child without hitting or spanking.</td> <td data-bbox="1526 1057 1674 1122"></td> <td data-bbox="1674 1057 1838 1122"></td> <td data-bbox="1838 1057 2002 1122"></td> <td data-bbox="2002 1057 2169 1122"></td> <td data-bbox="2169 1057 2314 1122"></td> <td data-bbox="2314 1057 2475 1122"></td> </tr> <tr> <td data-bbox="916 1122 1526 1162">I know how to set clear limits for my child</td> <td data-bbox="1526 1122 1674 1162"></td> <td data-bbox="1674 1122 1838 1162"></td> <td data-bbox="1838 1122 2002 1162"></td> <td data-bbox="2002 1122 2169 1162"></td> <td data-bbox="2169 1122 2314 1162"></td> <td data-bbox="2314 1122 2475 1162"></td> </tr> <tr> <td data-bbox="916 1162 1526 1227">I can get my child to cooperate without yelling.</td> <td data-bbox="1526 1162 1674 1227"></td> <td data-bbox="1674 1162 1838 1227"></td> <td data-bbox="1838 1162 2002 1227"></td> <td data-bbox="2002 1162 2169 1227"></td> <td data-bbox="2169 1162 2314 1227"></td> <td data-bbox="2314 1162 2475 1227"></td> </tr> <tr> <td data-bbox="916 1227 1526 1260">I make time to play with my child.</td> <td data-bbox="1526 1227 1674 1260"></td> <td data-bbox="1674 1227 1838 1260"></td> <td data-bbox="1838 1227 2002 1260"></td> <td data-bbox="2002 1227 2169 1260"></td> <td data-bbox="2169 1227 2314 1260"></td> <td data-bbox="2314 1227 2475 1260"></td> </tr> <tr> <td data-bbox="916 1260 1526 1292">I make time to talk with my child.</td> <td data-bbox="1526 1260 1674 1292"></td> <td data-bbox="1674 1260 1838 1292"></td> <td data-bbox="1838 1260 2002 1292"></td> <td data-bbox="2002 1260 2169 1292"></td> <td data-bbox="2169 1260 2314 1292"></td> <td data-bbox="2314 1260 2475 1292"></td> </tr> <tr> <td data-bbox="916 1292 1526 1325">I know how to keep my child healthy.</td> <td data-bbox="1526 1292 1674 1325"></td> <td data-bbox="1674 1292 1838 1325"></td> <td data-bbox="1838 1292 2002 1325"></td> <td data-bbox="2002 1292 2169 1325"></td> <td data-bbox="2169 1292 2314 1325"></td> <td data-bbox="2314 1292 2475 1325"></td> </tr> <tr> <td data-bbox="916 1325 1526 1357">I know how to keep my child safe.</td> <td data-bbox="1526 1325 1674 1357"></td> <td data-bbox="1674 1325 1838 1357"></td> <td data-bbox="1838 1325 2002 1357"></td> <td data-bbox="2002 1325 2169 1357"></td> <td data-bbox="2169 1325 2314 1357"></td> <td data-bbox="2314 1325 2475 1357"></td> </tr> <tr> <td data-bbox="916 1357 1526 1391">I know why it is important to read to my child</td> <td data-bbox="1526 1357 1674 1391"></td> <td data-bbox="1674 1357 1838 1391"></td> <td data-bbox="1838 1357 2002 1391"></td> <td data-bbox="2002 1357 2169 1391"></td> <td data-bbox="2169 1357 2314 1391"></td> <td data-bbox="2314 1357 2475 1391"></td> </tr> </tbody> </table>							Statement	Not covered	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree	I am aware of how children change as they learn and grow.							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<sup>29</sup> Items are from Alberta provincial Parent Link survey, Question 6, with some adaptations for clarification and to address methodological limitations in the original (e.g., changed scaling from 7 to 5 points to simplify it to format familiar to agencies; fixed double-barrelled questions; shortened instructions and made them sound less like a test). The original tool has retrospective 'before' ratings right next to the after-program ratings; literature recommends such 'before' items be presented on a separate page, following the after-program ratings.



	Common Outcomes	Indicators	Tool Questions						
			every day.						
			I know how to handle the everyday Challenges of things (like sleep, toileting, food dislikes, etc.)						
			I know how my relationship with my child impacts his or her development.						
			I know how to find high-quality information about child development on the Internet						
			<p><b>Supplementary questions:</b> These go beyond measuring the (knowledge) indicator itself, but could be useful for agencies – especially the 2<sup>nd</sup> one which covers a child's progress as seen by parent)</p> <p><b>How do you know what you can expect from your child? What are some of the developmental milestones that you have witnessed in your child since you started the program?</b></p> <p><b>(Alternative to last question above, using creative method such as photo voice):</b> Ask participants to take pictures of three things (such as activities, behaviours, communication) that show how their child has developed since they started the program. Then interview participants about how they see these changes as developmental progress.</p>						
I	<p><b>I. Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children</b>(Early childhood, Head Start, Parent education)</p>	<p>a1) Parents identify aspects of a nurturing environment for their child(ren) at home (e.g., have books, toys in the home, play with child(ren), engage in conversations about things of interest to the child, create social opportunities for child(ren) with peers)</p>	<p><b>NOTE:</b> The following question would ideally be asked when the parent begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings. That way, their AFTER response is less likely to influence their BEFORE response.</p> <p><b>(Survey or interview with parent):</b>  <b>(a1.1) In your view, how important are the following activities for creating a good home for young children? (Please check the column that best reflects what you think.)</b></p> <p><b>NOTE:</b> Agencies may tailor examples to fit cultural context of participating parents</p>						

	Common Outcomes	Indicators	Tool Questions					
			<b>Activity</b>	<b>1 Not at all important</b>	<b>2 Not very important</b>	<b>3 Somewhat Important</b>	<b>4 Quite important</b>	<b>5 Very important</b>
			Reading books together					
			Playing with developmentally appropriate toys					
			Playing with other kids					
			Parent-child play time					
			Talking about things that are new to the child					
			Eating meals together					
			Other (please describe)					
			<p><b>NOTE:</b> Question a.1.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p>					
			<p><b>(a1.2) Compared to what you thought when you started [program], how important do you think the following activities for creating a good home for young children? (Please check the column that best reflects what you think.)</b></p>					
			<b>Activity</b>	<b>1 Less important</b>	<b>2 Same importance</b>	<b>3 More Important</b>		
			Reading books together					
			Playing with developmentally appropriate toys					
			Playing with other kids					
			Parent-child play time					
			Talking about things that are new					

	Common Outcomes	Indicators	Tool Questions					
			to the child				<p><b>NOTE:</b> The question below is retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(a1.3) What, if anything, did you learn at [program] about how to make your home the best it can be for your child? (Please describe)</b></p> <p><b>NOTE:</b> Code responses by list from a1.1/a1.2 – plus other activities that emerge in parents' responses.</p>	
			Eating meals together					
			Other (please describe)					
		a2) Parents identify healthy attachment behaviours (e.g., respecting child(ren)'s choices of play activities, as age/stage-appropriate; allowing child(ren) solitude, encouraging child(ren)'s interactions with same-age peers)	<p><b>NOTE:</b> This next question seems to work best as an open-ended retrospective question, where parents are describing attachment in their own words. The question could also be asked partway through the program, if that would be useful and feasible.</p> <p><b>(a2.1) What do you know about how to create a strong relationship with your child, <u>that you did not know before you started [program]</u>?</b></p> <p><b>NOTE:</b> Code by types of relationship-building behaviours that parents mention in their responses.</p>					

	Common Outcomes	Indicators	Tool Questions
		<p>b1) Parents identify strategies they can apply at home, to providing a nurturing environment for their child(ren) (e.g., have books, toys in the home, play with child(ren), engage in conversations about things of interest to the child, create social opportunities for child(ren) with peers)</p>	<p><b>NOTE:</b> Please read the note that precedes a1.1, as it applies here as well.</p> <p><b>(Survey or interview with parent):</b>  <b>(b1.1) Which of the following things do you think you could do to provide a nurturing home for your child? (Please check all that apply.)</b></p> <p><input type="checkbox"/> Have things in the home that encourage your child to play or learn (such as toys, books)  <input type="checkbox"/> Play with your child (such as games, make believe, crafts, sports)  <input type="checkbox"/> Read to your child  <input type="checkbox"/> Talk with your child about things that interest them  <input type="checkbox"/> Take your child places where they can play with other children their own age</p> <p><b>NOTE:</b> Please read the note that precedes a1.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative – to ask AFTER program):</b>  <b>(b1.2) What, if any, new things do you think you could do to create a nurturing home for your child, that you did not think of before this program?</b></p> <p><b>NOTE:</b> Code responses by list from b1.1. – plus other activities that emerge in parents' responses.</p> <p><b>Supplementary Question:</b> These questions do not directly reflect this indicator, but may be of interest to some agencies. The next question goes beyond the indicator – to ask what parents actually do (rather than strategies they can identify – which are covered by Question b.1.2 above).</p> <p><b>What, if any, new things do you do to create a nurturing home for your child, that you didn't do before this program?</b></p> <p>Code by list from b.1.1. – plus other activities that emerge in parents' responses.</p>

	Common Outcomes	Indicators	Tool Questions						
			The next question is broad – beyond the indicator –but may be useful)						
			<b>Since coming to this program...</b>	<b>1 Strongly disagree</b>	<b>2 Disagree</b>	<b>3 Neither agree nor disagree</b>	<b>4 Agree</b>	<b>5 Strongly agree</b>	<b>Does not apply</b>
			I am more aware of what to expect my child to do at his/her age.						
			I use ideas that I learned at this program to help me manage my child's behaviour.						
			I use the activities at home that I learned at this program. <sup>30</sup>						
			Other (please describe)						
		b2) Parents report enhanced family interactions (e.g., closer/warmer parent child relationships). <sup>31</sup>	<b>NOTE:</b> The question below – from the Nobody's Perfect Parenting Program (Parental Nurturing Behaviour Scale) -- would ideally be asked when the parent begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings. That way, their AFTER response is less likely to influence their BEFORE response.						

<sup>30</sup>Canadian Association of Family Resource Programs (no date).e-Valuation Survey. Available at: <http://frp-evaluation.ca/background-summary.php>

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			<p><b>(Survey or interview with parent):</b>  <b>(b2.1) The following questions are about things that you and your child do together. Think back over your behaviour with your child over the past couple of weeks. For each of the following statements, check how frequently each happens for you and your child. If you have more than one child, answer the question thinking about your oldest child who is under 6 years of age.<sup>32</sup> (Please check the column that best reflects your experience.)</b></p> <table border="1" data-bbox="903 505 2494 1326"> <thead> <tr> <th data-bbox="903 505 1771 667">Over the past couple of weeks:</th> <th data-bbox="1771 505 1916 667">1 Never</th> <th data-bbox="1916 505 2061 667">2 About once a week or less</th> <th data-bbox="2061 505 2206 667">3 A few times a week</th> <th data-bbox="2206 505 2352 667">4 One or two times a day</th> <th data-bbox="2352 505 2494 667">5 Many times each day</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 667 1771 703">1. How often did you and your child laugh together?</td> <td data-bbox="1771 667 1916 703"></td> <td data-bbox="1916 667 2061 703"></td> <td data-bbox="2061 667 2206 703"></td> <td data-bbox="2206 667 2352 703"></td> <td data-bbox="2352 667 2494 703"></td> </tr> <tr> <td data-bbox="903 703 1771 800">2. How often did you praise you child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"</td> <td data-bbox="1771 703 1916 800"></td> <td data-bbox="1916 703 2061 800"></td> <td data-bbox="2061 703 2206 800"></td> <td data-bbox="2206 703 2352 800"></td> <td data-bbox="2352 703 2494 800"></td> </tr> <tr> <td data-bbox="903 800 1771 930">3. How often did you and your child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun?</td> <td data-bbox="1771 800 1916 930"></td> <td data-bbox="1916 800 2061 930"></td> <td data-bbox="2061 800 2206 930"></td> <td data-bbox="2206 800 2352 930"></td> <td data-bbox="2352 800 2494 930"></td> </tr> <tr> <td data-bbox="903 930 1771 998">4. How often did you and your child hug or cuddle?</td> <td data-bbox="1771 930 1916 998"></td> <td data-bbox="1916 930 2061 998"></td> <td data-bbox="2061 930 2206 998"></td> <td data-bbox="2206 930 2352 998"></td> <td data-bbox="2352 930 2494 998"></td> </tr> <tr> <td data-bbox="903 998 1771 1096">5. How often did you do something special with your child—something that he/she enjoys?</td> <td data-bbox="1771 998 1916 1096"></td> <td data-bbox="1916 998 2061 1096"></td> <td data-bbox="2061 998 2206 1096"></td> <td data-bbox="2206 998 2352 1096"></td> <td data-bbox="2352 998 2494 1096"></td> </tr> <tr> <td data-bbox="903 1096 1771 1164">6. How often did you play games with your child?</td> <td data-bbox="1771 1096 1916 1164"></td> <td data-bbox="1916 1096 2061 1164"></td> <td data-bbox="2061 1096 2206 1164"></td> <td data-bbox="2206 1096 2352 1164"></td> <td data-bbox="2352 1096 2494 1164"></td> </tr> <tr> <td data-bbox="903 1164 1771 1232">7. How often did you go for a walk with your child?</td> <td data-bbox="1771 1164 1916 1232"></td> <td data-bbox="1916 1164 2061 1232"></td> <td data-bbox="2061 1164 2206 1232"></td> <td data-bbox="2206 1164 2352 1232"></td> <td data-bbox="2352 1164 2494 1232"></td> </tr> <tr> <td data-bbox="903 1232 1771 1326">8. How often did you ignore your child when he/she was fussy or upset?</td> <td data-bbox="1771 1232 1916 1326"></td> <td data-bbox="1916 1232 2061 1326"></td> <td data-bbox="2061 1232 2206 1326"></td> <td data-bbox="2206 1232 2352 1326"></td> <td data-bbox="2352 1232 2494 1326"></td> </tr> </tbody> </table>						Over the past couple of weeks:	1 Never	2 About once a week or less	3 A few times a week	4 One or two times a day	5 Many times each day	1. How often did you and your child laugh together?						2. How often did you praise you child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"						3. How often did you and your child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun?						4. How often did you and your child hug or cuddle?						5. How often did you do something special with your child—something that he/she enjoys?						6. How often did you play games with your child?						7. How often did you go for a walk with your child?						8. How often did you ignore your child when he/she was fussy or upset?					
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(NOTE: This Nobody's Perfect Parenting Program evaluation contains several other tools that may be of interest to agencies working with ages 0-6, if these agencies wish to look beyond the funder common indicators. For example, Appendix A, p. 11 has a tool to measure how parents react when faced with a problem with their child)

	Common Outcomes	Indicators	Tool Questions					
			9. How often did you play make-believe with your child?					
			10. How often did you smile at your child?					
			11. How often did you tell your child that you love him/her?					
			12. How often did you spend 10 or more minutes of quiet time with your child?					
			13. How often did you read with your child?					
			14. How often did you hold your child when he/she was scared or upset?					
			15. How often did you and your child argue?					
			16. How often did you praise your child for learning new things?					
			<p><b>NOTE:</b> Question b2.2 below is a simpler alternative for AFTER the program, but provides less information than Question b2.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p> <p><b>(b2.2) The following questions are about things that you and your child do together. Think back over your behaviour with your child since you started [program]. For each of the following statements, check how frequently each happens for you and your child, compared to when you started [program]. If you have more than one child, answer the question thinking about your oldest child who is under 6 years of age.<sup>33</sup> (Please check the column that best reflects your experience.)</b></p>					

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	Common Outcomes	Indicators	Tool Questions			
			<b>Compared to when you started [program]:</b>	<b>1 Less often</b>	<b>2 About the same</b>	<b>3 More often</b>
			1. How often did you and your child laugh together?			
			2. How often did you praise you child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"			
			3. How often did you and your child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun?			
			4. How often did you and your child hug or cuddle?			
			5. How often did you do something special with your child—something that he/she enjoys?			
			6. How often did you play games with your child?			
			7. How often did you go for a walk with your child?			
			8. How often did you ignore your child when he/she was fussy or upset?			
			9. How often did you play make-believe with your child?			
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			14. How often did you hold your child when he/she was scared or upset?			
			15. How often did you and your child argue?			



Common Outcomes	Indicators	Tool Questions																																		
		16. How often did you praise your child for learning new things?																																		
	b3) Parents model healthy attachment behaviours during the program (e.g., respecting child(ren)'s choices of play activities, as age/stage-appropriate; allowing child(ren) solitude, encouraging child(ren)'s interactions with same-age peers)	<p><b>NOTE:</b> Because this indicator is about <b>modelling</b> the strategies (i.e., observable behaviour), it would be best to have direct staff observation as the method. Observe parent behaviours BEFORE and AFTER they start the program. This question would not work well as a retrospective (AFTER) for staff observation. Though it is possible to have parents reflect on their individual changes from BEFORE to AFTER the program, it would be very difficult for staff to keep track of many parents' progress and accurately do retrospective reporting.</p> <p><b>(Staff observation checklist):</b> – use same items as in b2.1/b2.2 above. Questions are from the same scale used above (from Nobody's Perfect Parenting Program). They are, however, altered grammatically for 3<sup>rd</sup> person observation, but content is unchanged. We have alternated her/him and him/her for gender inclusiveness.</p> <p><b>(b3.1) The following questions are about things that parents and children do together. Think back over your observations of this parent with their child over the past couple of weeks. For each of the following statements, check how frequently you have seen each of the following types of interactions between this parent and her/his child. If this parent has more than one child, answer the question thinking about this parent's oldest child who is under 6 years of age.</b></p> <table border="1" data-bbox="903 930 2206 1511"> <thead> <tr> <th data-bbox="903 930 1395 1094">Over the past couple of weeks:</th> <th data-bbox="1395 930 1521 1094">1 Never</th> <th data-bbox="1521 930 1650 1094">2 About once a week or less</th> <th data-bbox="1650 930 1779 1094">3 A few times a week</th> <th data-bbox="1779 930 1908 1094">4 One or two times a day</th> <th data-bbox="1908 930 2037 1094">5 Many times each day</th> <th data-bbox="2037 930 2206 1094">No opportunity to observe</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1094 1395 1162">1. How often did you see this parent and her/his child laugh together?</td> <td data-bbox="1395 1094 1521 1162"></td> <td data-bbox="1521 1094 1650 1162"></td> <td data-bbox="1650 1094 1779 1162"></td> <td data-bbox="1779 1094 1908 1162"></td> <td data-bbox="1908 1094 2037 1162"></td> <td data-bbox="2037 1094 2206 1162"></td> </tr> <tr> <td data-bbox="903 1162 1395 1357">2. How often did you see this parent praise her/his child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"</td> <td data-bbox="1395 1162 1521 1357"></td> <td data-bbox="1521 1162 1650 1357"></td> <td data-bbox="1650 1162 1779 1357"></td> <td data-bbox="1779 1162 1908 1357"></td> <td data-bbox="1908 1162 2037 1357"></td> <td data-bbox="2037 1162 2206 1357"></td> </tr> <tr> <td data-bbox="903 1357 1395 1511">3. How often did you see this parent and his/her child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun?</td> <td data-bbox="1395 1357 1521 1511"></td> <td data-bbox="1521 1357 1650 1511"></td> <td data-bbox="1650 1357 1779 1511"></td> <td data-bbox="1779 1357 1908 1511"></td> <td data-bbox="1908 1357 2037 1511"></td> <td data-bbox="2037 1357 2206 1511"></td> </tr> </tbody> </table>							Over the past couple of weeks:	1 Never	2 About once a week or less	3 A few times a week	4 One or two times a day	5 Many times each day	No opportunity to observe	1. How often did you see this parent and her/his child laugh together?							2. How often did you see this parent praise her/his child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"							3. How often did you see this parent and his/her child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun?						
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	Common Outcomes	Indicators	Tool Questions							
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			15. How often did you see this parent and his/her child argue?							
			16. How often did you see this parent praise his/her child for learning new things?							
			<p><b>Supplementary question:</b> The following suggestion goes beyond the indicator, but may be useful.</p> <p>If staff respond 'Never' to some behaviours above, please share your thoughts about why the parent did not do these behaviours (either from your experience with the parent or from a discussion with the parent – if the latter is feasible and can be done sensitively).</p>							
J	<p><b>J. Parents have positive parenting skills</b> (<i>Home visitation, Parent Link Centres</i>)</p>	<p>a) Parents identify strategies to apply in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>- helping their children develop age-appropriate skills (e.g., by reading, playing, having conversations)</li> <li>- providing positive feedback to children (e.g., praising them for positive behaviours or abilities, supporting them to feel good about themselves)</li> </ul>	<p><b>NOTE:</b> A broad open-ended question seem to work best for this indicator, so parents can identify strategies important to them in their own words, and they may be less likely to feel that their parenting skills are being 'tested'. This question would be asked AFTER the program. You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(a.1) What are the <u>most</u> important parenting strategies you have learned in the program that you could apply with your own child?</b></p> <p><b>Prompts:</b> Focus of the strategies (Developing child's age-appropriate skills, giving positive feedback, dealing with behaviour challenges, setting boundaries); What makes these strategies important for you and your child)?</p> <p><b>NOTE:</b> Code responses by strategy areas for the indicator (see column to the left). Counts of responses that fit each category could be used for quantitative reporting on the indicator areas.</p> <p><b>Supplementary questions:</b> These questions do not directly reflect the indicator, but may be useful. The next question focuses in more specifically on play.</p> <p><b>Describe how you and your child play together?</b></p> <p><b>Prompts:</b> What do you do, where, how often?</p>							

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		<p>- addressing children's behaviour challenges(e.g., giving constructive criticism of a negative , requesting and/or modelling an alternative positive behaviour )</p> <p>- setting boundaries (e.g., saying no to child(ren)'s persistent requests, doing activities that do not involve the child(ren)</p>	<p>Questions in the table below are really focused more on knowledge than skills or skill-related behaviours, but the questions may still be useful. <sup>34</sup> They would be done BEFORE and AFTER program, or AFTER with reflection back on BEFORE.</p> <p><b>Please rate how much you agree or disagree with each of the following statements, by checking the column under the number that best describes your experience. If the topic was not covered in the program please circle "not covered".</b></p> <table border="1" data-bbox="900 483 2462 1377"> <thead> <tr> <th data-bbox="900 483 1513 613">Statement</th> <th data-bbox="1513 483 1661 613">Not covered</th> <th data-bbox="1661 483 1822 613">1 Strongly disagree</th> <th data-bbox="1822 483 1991 613">2 Disagree</th> <th data-bbox="1991 483 2158 613">3 Neither agree nor disagree</th> <th data-bbox="2158 483 2300 613">4 Agree</th> <th data-bbox="2300 483 2462 613">5 Strongly agree</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 613 1513 678">I am aware of how children change as they learn and grow.</td> <td data-bbox="1513 613 1661 678"></td> <td data-bbox="1661 613 1822 678"></td> <td data-bbox="1822 613 1991 678"></td> <td data-bbox="1991 613 2158 678"></td> <td data-bbox="2158 613 2300 678"></td> <td data-bbox="2300 613 2462 678"></td> </tr> <tr> <td data-bbox="900 678 1513 743">I do things with my child to help him or her learn.</td> <td 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		b) Parents model positive parenting strategies learned during the program (e.g., positive feedback, constructive criticism/behavioural alternatives, etc.)	<p><b>NOTE:</b> Because this indicator is about <b>modelling</b> the strategies (i.e., observable behaviour), it would be best to have direct staff observation as the method. These questions are From Nobody's Perfect Parenting Program (Parental Nurturing Behaviour scale), with adaptations for staff observation of parental behaviour. <sup>35</sup> They are altered grammatically for 3rd person observation, but content is unchanged. We have alternated her/him and him/her for gender inclusiveness.</p> <p><b>NOTE:</b> Observe parent behaviours BEFORE and AFTER they start the program. This question would not work well as a retrospective (AFTER) for staff observation. Though it is possible to have parents reflect on their individual changes from BEFORE to AFTER the program, it would be very difficult for staff to keep track of many parents' progress and accurately do retrospective reporting.</p> <p><b>(Staff observation checklist):</b>  <b>(b.1) The following questions are about things that parents and children do together. Think back over your observations of this parent with their child over the past couple of weeks. For each of the following statements, check how frequently you have seen each of the following types of interactions between this parent and her/his child. If this parent has more than one child, answer the question thinking about this parent's oldest child who is under 6 years of age.</b></p> <table border="1" data-bbox="903 935 2201 1323"> <thead> <tr> <th data-bbox="903 935 1392 1097">Over the past couple of weeks:</th> <th data-bbox="1392 935 1521 1097">1 Never</th> <th data-bbox="1521 935 1650 1097">2 About once a week or less</th> <th data-bbox="1650 935 1779 1097">3 A few times a week</th> <th data-bbox="1779 935 1908 1097">4 One or two times a day</th> <th data-bbox="1908 935 2037 1097">5 Many times each day</th> <th data-bbox="2037 935 2201 1097">No opportunity to observe</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1097 1392 1166">1. How often did you see this parent and her/his child laugh together?</td> <td data-bbox="1392 1097 1521 1166"></td> <td data-bbox="1521 1097 1650 1166"></td> <td data-bbox="1650 1097 1779 1166"></td> <td data-bbox="1779 1097 1908 1166"></td> <td data-bbox="1908 1097 2037 1166"></td> <td data-bbox="2037 1097 2201 1166"></td> </tr> <tr> <td data-bbox="903 1166 1392 1323">2. How often did you see this parent praise her/his child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"</td> <td data-bbox="1392 1166 1521 1323"></td> <td data-bbox="1521 1166 1650 1323"></td> <td data-bbox="1650 1166 1779 1323"></td> <td data-bbox="1779 1166 1908 1323"></td> <td data-bbox="1908 1166 2037 1323"></td> <td data-bbox="2037 1166 2201 1323"></td> </tr> </tbody> </table>							Over the past couple of weeks:	1 Never	2 About once a week or less	3 A few times a week	4 One or two times a day	5 Many times each day	No opportunity to observe	1. How often did you see this parent and her/his child laugh together?							2. How often did you see this parent praise her/his child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"						
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			quiet time with his/her child?							
13. How often did you see this parent read with her/his child?										
14. How often did you see this parent hold her/his child when the child was scared or upset?										
15. How often did you see this parent and his/her child argue?										
16. How often did you see this parent praise his/her child for learning new things?										
<p><b>Supplementary question:</b> The following suggestion goes beyond the indicator, but may be useful.</p>										
<p>If staff respond 'Never' to some behaviours above, please share your thoughts about why the parent did not do these behaviours (either from your experience with the parent or from a discussion with the parent – if the latter is feasible and can be done sensitively).</p>										
<p><b>NOTE:</b> If staff observation is not possible, you could use self-reporting, recognizing its limitations for an indicator that is focused on modelling behaviour. The question below – from the same Nobody's Perfect scale) -- would ideally be asked when the parent begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings. That way, their AFTER response is less likely to influence their BEFORE response.</p>										
<p><b>(Survey or interview with parent):</b>  <b>(b.2) The following questions are about things that you and your child do together. Think back over your behaviour with your child over the past couple of weeks. For each of the following statements, check how frequently each happens for you and your child. If you have more than one child, answer the question</b></p>										

	Common Outcomes	Indicators	Tool Questions					
			<b>thinking about your oldest child who is under 6 years of age.<sup>36</sup> (Please check the column that best reflects your experience.)</b>					
			<b>Over the past couple of weeks:</b>	<b>1 Never</b>	<b>2 About once a week or less</b>	<b>3 A few times a week</b>	<b>4 One or two times a day</b>	<b>5 Many times each day</b>
			1. How often did you and your child laugh together?					
			2. How often did you praise you child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"					
			3. How often did you and your child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun?					
			4. How often did you and your child hug or cuddle?					
			5. How often did you do something special with your child—something that he/she enjoys?					
			6. How often did you play games with your child?					
			7. How often did you go for a walk with your child?					
			8. How often did you ignore your child when he/she was fussy or upset?					
			9. How often did you play make-believe with your child?					
			10. How often did you smile at your child?					
			11. How often did you tell your child that you love him/her?					

<sup>36</sup>Skrypnek, B.J. & Charchun, J. (2009). An Evaluation of the Nobody's Perfect Parenting Program. Canadian Association of Family Resource Programs (Appendix A, p. 9 – Parental Nurturing Behaviour Scale). Available at: <http://www.frp.ca/index.cfm?fuseaction=page.viewpage&pageid=917>

(NOTE: This Nobody's Perfect Parenting Program evaluation contains several other tools that may be of interest to agencies working with ages 0-6, if these agencies wish to look beyond the funder common indicators. For example, Appendix A, p. 11 has a tool to measure how parents react when faced with a problem with their child)



	Common Outcomes	Indicators	Tool Questions					
			12. How often did you spend 10 or more minutes of quiet time with your child?					
			13. How often did you read with your child?					
			14. How often did you hold your child when he/she was scared or upset?					
			15. How often did you and your child argue?					
			16. How often did you praise your child for learning new things?					
			<p><b>NOTE:</b> Question b.3 is a simpler alternative (one-time measure), but provides less information than Question b.2. It also may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. Again, please note the limitation of self-report for an indicator that focuses on modelling behaviour.</p>					
			<p><b>(b.3) The following questions are about things that you and your child do together. Think back over your behaviour with your child since you started [program]. For each of the following statements, check how frequently each happens for you and your child, compared to when you started [program]. If you have more than one child, answer the question thinking about your oldest child who is under 6 years of age.<sup>37</sup></b></p>					
			<b>Compared to when you started [program]:</b>	<b>1 Less often</b>	<b>2 About the same</b>	<b>3 More often</b>		
			1. How often did you and your child laugh together?					
			2. How often did you praise you child, by saying something like "Good for you!" or "What a nice thing you did!" or "Great job!"					

<sup>37</sup>Skrypnek, B.J. & Charchun, J. (2009).An Evaluation of the Nobody's Perfect Parenting Program. Canadian Association of Family Resource Programs (Appendix A, p. 9 - Parental Nurturing Behaviour Scale). Available at: <http://www.frp.ca/index.cfm?fuseaction=page.viewpage&pageid=917>

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	Common Outcomes	Indicators	Tool Questions			
			3. How often did you and your child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun?			
			4. How often did you and your child hug or cuddle?			
			5. How often did you do something special with your child—something that he/she enjoys?			
			6. How often did you play games with your child?			
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			8. How often did you ignore your child when he/she was fussy or upset?			
			9. How often did you play make-believe with your child?			
			10. How often did you smile at your child?			
			11. How often did you tell your child that you love him/her?			
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			14. How often did you hold your child when he/she was scared or upset?			
			15. How often did you and your child argue?			
			16. How often did you praise your child for learning new things?			

	Common Outcomes	Indicators	Tool Questions																																				
			<p><b>(Open-ended elaboration or alternative – retrospective (AFTER) question – note that there are limitations of self-report for an indicator about <i>modelling</i> behaviours). ). You may also decide to also use it partway through the program, if that would be useful and feasible.</b></p> <p><b>(b.4) Of all the positive parenting strategies we have covered [program], which ones, if any, are you doing at home with your own child? (Please give specific examples)</b></p> <p><b>NOTE:</b> Code responses by strategies reflected in the Nobody's Perfect question areas above, as well as by any other strategies that emerge in the discussion.)</p> <p><b>Supplementary questions:</b></p> <p>The questions in the following table do not directly correspond to the indicators (which focus on applying positive parenting skills in interactions with children). However, these questions do reflect a mix of knowledge, self-rated skills, confidence, and perceptions of support – all of which could influence how parents positively interact with their children.</p> <p><b>Please rate how much you agree or disagree with each of the following statements, by checking the column under the number that best describes your experience.</b> <sup>38</sup></p> <table border="1" data-bbox="897 992 2317 1390"> <thead> <tr> <th data-bbox="897 992 1510 1122">Statement</th> <th data-bbox="1510 992 1677 1122">1 Strongly disagree</th> <th data-bbox="1677 992 1841 1122">2 Disagree</th> <th data-bbox="1841 992 2007 1122">3 Neither agree nor disagree</th> <th data-bbox="2007 992 2153 1122">4 Agree</th> <th data-bbox="2153 992 2317 1122">5 Strongly agree</th> </tr> </thead> <tbody> <tr> <td data-bbox="897 1122 1510 1159">I have confidence in my parenting skills</td> <td data-bbox="1510 1122 1677 1159"></td> <td data-bbox="1677 1122 1841 1159"></td> <td data-bbox="1841 1122 2007 1159"></td> <td data-bbox="2007 1122 2153 1159"></td> <td data-bbox="2153 1122 2317 1159"></td> </tr> <tr> <td data-bbox="897 1159 1510 1196">I feel positive in my role as a parent</td> <td data-bbox="1510 1159 1677 1196"></td> <td data-bbox="1677 1159 1841 1196"></td> <td data-bbox="1841 1159 2007 1196"></td> <td data-bbox="2007 1159 2153 1196"></td> <td data-bbox="2153 1159 2317 1196"></td> </tr> <tr> <td data-bbox="897 1196 1510 1260">I know who to contact in the community when I need help</td> <td data-bbox="1510 1196 1677 1260"></td> <td data-bbox="1677 1196 1841 1260"></td> <td data-bbox="1841 1196 2007 1260"></td> <td data-bbox="2007 1196 2153 1260"></td> <td data-bbox="2153 1196 2317 1260"></td> </tr> <tr> <td data-bbox="897 1260 1510 1323">I know where I can get answers to my parenting questions</td> <td data-bbox="1510 1260 1677 1323"></td> <td data-bbox="1677 1260 1841 1323"></td> <td data-bbox="1841 1260 2007 1323"></td> <td data-bbox="2007 1260 2153 1323"></td> <td data-bbox="2153 1260 2317 1323"></td> </tr> <tr> <td data-bbox="897 1323 1510 1390">I have someone to talk to when I need support</td> <td data-bbox="1510 1323 1677 1390"></td> <td data-bbox="1677 1323 1841 1390"></td> <td data-bbox="1841 1323 2007 1390"></td> <td data-bbox="2007 1323 2153 1390"></td> <td data-bbox="2153 1323 2317 1390"></td> </tr> </tbody> </table>	Statement	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree	I have confidence in my parenting skills						I feel positive in my role as a parent						I know who to contact in the community when I need help						I know where I can get answers to my parenting questions						I have someone to talk to when I need support					
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<sup>38</sup> Items are from Alberta provincial Parent Link survey, Question 7, with some adaptations for clarification and to address methodological limitations in the original (e.g., changed scaling from 7 to 5 points to simplify it to format familiar to agencies; fixed double-barrelled questions; shortened instructions and made them sound less like a test). The original tool has retrospective ‘before’ ratings right next to the after-program ratings; literature recommends such ‘before’ items be presented on a separate page, following the after-program ratings.

	Common Outcomes	Indicators	Tool Questions						
			I am able to manage stress						
			I know ways to meet my family's needs with the money that I have						
			I know ways to meet my family's needs with other resources (other than money) that I have (such as my own skills, people who help me out when I need it)						
			My emotional health is good (that is, I do not feel anxious, depressed or irritated)						
			I know how to speak up for what my family needs						
			More specifically, I know how to speak up for what my children need						
			I feel supported by my partner in my parenting (If you parent alone, please check the "does not apply" box below:  <input type="checkbox"/> "does not apply"						
			In our family, we take the time to listen to each other						

	Common Outcomes	Indicators	Tool Questions																																										
K	<p><b>K. Participants have improved family functioning</b> (Family support)</p>	<p>a) Participants report a positive change in their family's routine (more structure &amp; stability, less chaos)</p>	<p><b>NOTE:</b> This question seems to work best retrospectively (AFTER), so that parents know what the agencies mean by each type of routine. You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Survey or interview):</b>  <b>(a.1) Since attending the program, how much improvement have you noticed in your child in each of the following areas: <sup>39</sup> (Please check the column that best reflects your experience.)</b></p> <table border="1" data-bbox="900 634 1911 971"> <thead> <tr> <th>Area</th> <th>1 None</th> <th>2 Some</th> <th>3 Major</th> <th>No improvement needed</th> <th>Not applicable</th> </tr> </thead> <tbody> <tr> <td>Morning routine</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bedtime routine</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Meal time</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dress time</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Separation anxiety</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sibling rivalry</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>(Open-ended elaboration):</b> (IF CHANGES MENTIONED ABOVE):  <b>(a.2) What do you think has contributed to these changes your routines/structure for your child? (Please share specific examples)</b></p> <p><b>NOTE:</b> Code responses by list from a.1 – plus other areas of change that parents mention.</p>	Area	1 None	2 Some	3 Major	No improvement needed	Not applicable	Morning routine						Bedtime routine						Meal time						Dress time						Separation anxiety						Sibling rivalry					
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		<p>(b) Participants report increased positive interactions among family (e.g., listening to each other, accepting each other for who they</p>	<p><b>NOTE:</b> The question below would ideally be asked when the parent begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings.</p>																																										

<sup>39</sup> Adapted from Jasper Place Child and Family Resource Centre

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		are, praising each other, solving problems together, supporting other family members to feel good about themselves/each other)	<p>That way, their AFTER response is less likely to influence their BEFORE response.</p> <p><b>(Survey or interview with parent):</b>  <b>(b.1) How often does your child experience each of the following positive interactions? (Please check the column that best reflects your observation.)</b></p> <table border="1" data-bbox="900 435 1911 1328"> <thead> <tr> <th data-bbox="900 435 1344 630">Type of Positive Interactions</th> <th data-bbox="1344 435 1456 630">1 Never</th> <th data-bbox="1456 435 1569 630">2 About once a week or less</th> <th data-bbox="1569 435 1682 630">3 A few times a week</th> <th data-bbox="1682 435 1795 630">4 One or two times a day</th> <th data-bbox="1795 435 1911 630">5 Many times each day</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 630 1344 695">See family members do kind things for each other</td> <td data-bbox="1344 630 1456 695"></td> <td data-bbox="1456 630 1569 695"></td> <td data-bbox="1569 630 1682 695"></td> <td data-bbox="1682 630 1795 695"></td> <td data-bbox="1795 630 1911 695"></td> </tr> <tr> <td data-bbox="900 695 1344 727">See adults laughing together</td> <td data-bbox="1344 695 1456 727"></td> <td data-bbox="1456 695 1569 727"></td> <td data-bbox="1569 695 1682 727"></td> <td data-bbox="1682 695 1795 727"></td> <td data-bbox="1795 695 1911 727"></td> </tr> <tr> <td data-bbox="900 727 1344 829">See young adults (teenagers) solving a problem without fighting</td> <td data-bbox="1344 727 1456 829"></td> <td data-bbox="1456 727 1569 829"></td> <td data-bbox="1569 727 1682 829"></td> <td data-bbox="1682 727 1795 829"></td> <td data-bbox="1795 727 1911 829"></td> </tr> <tr> <td data-bbox="900 829 1344 894">Hear adults speaking kindly to each other in the house</td> <td data-bbox="1344 829 1456 894"></td> <td data-bbox="1456 829 1569 894"></td> <td data-bbox="1569 829 1682 894"></td> <td data-bbox="1682 829 1795 894"></td> <td data-bbox="1795 829 1911 894"></td> </tr> <tr> <td data-bbox="900 894 1344 959">Get told they are doing great work</td> <td data-bbox="1344 894 1456 959"></td> <td data-bbox="1456 894 1569 959"></td> <td data-bbox="1569 894 1682 959"></td> <td data-bbox="1682 894 1795 959"></td> <td data-bbox="1795 894 1911 959"></td> </tr> <tr> <td data-bbox="900 959 1344 1024">Hear adults solve a problem through gentle conversation</td> <td data-bbox="1344 959 1456 1024"></td> <td data-bbox="1456 959 1569 1024"></td> <td data-bbox="1569 959 1682 1024"></td> <td data-bbox="1682 959 1795 1024"></td> <td data-bbox="1795 959 1911 1024"></td> </tr> <tr> <td data-bbox="900 1024 1344 1089">See adults listening respectfully when others are talking</td> <td data-bbox="1344 1024 1456 1089"></td> <td data-bbox="1456 1024 1569 1089"></td> <td data-bbox="1569 1024 1682 1089"></td> <td data-bbox="1682 1024 1795 1089"></td> <td data-bbox="1795 1024 1911 1089"></td> </tr> <tr> <td data-bbox="900 1089 1344 1219">Hear adults talk about respecting differences among people, to accept other people the way they are</td> <td data-bbox="1344 1089 1456 1219"></td> <td data-bbox="1456 1089 1569 1219"></td> <td data-bbox="1569 1089 1682 1219"></td> <td data-bbox="1682 1089 1795 1219"></td> <td data-bbox="1795 1089 1911 1219"></td> </tr> <tr> <td data-bbox="900 1219 1344 1260">Other1 (please specify)</td> <td data-bbox="1344 1219 1456 1260"></td> <td data-bbox="1456 1219 1569 1260"></td> <td data-bbox="1569 1219 1682 1260"></td> <td data-bbox="1682 1219 1795 1260"></td> <td data-bbox="1795 1219 1911 1260"></td> </tr> <tr> <td data-bbox="900 1260 1344 1300">Other2 (please specify)</td> <td data-bbox="1344 1260 1456 1300"></td> <td data-bbox="1456 1260 1569 1300"></td> <td data-bbox="1569 1260 1682 1300"></td> <td data-bbox="1682 1260 1795 1300"></td> <td data-bbox="1795 1260 1911 1300"></td> </tr> <tr> <td data-bbox="900 1300 1344 1328">Other3 (please specify)</td> <td data-bbox="1344 1300 1456 1328"></td> <td data-bbox="1456 1300 1569 1328"></td> <td data-bbox="1569 1300 1682 1328"></td> <td data-bbox="1682 1300 1795 1328"></td> <td data-bbox="1795 1300 1911 1328"></td> </tr> </tbody> </table>	Type of Positive Interactions	1 Never	2 About once a week or less	3 A few times a week	4 One or two times a day	5 Many times each day	See family members do kind things for each other						See adults laughing together						See young adults (teenagers) solving a problem without fighting						Hear adults speaking kindly to each other in the house						Get told they are doing great work						Hear adults solve a problem through gentle conversation						See adults listening respectfully when others are talking						Hear adults talk about respecting differences among people, to accept other people the way they are						Other1 (please specify)						Other2 (please specify)						Other3 (please specify)					
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	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(b.3) Since you started [program], what changes, if any, have you noticed in how your family members get along with each other? (Please describe examples of any changes.)</b>  <b>Prompts</b> (as needed): communicating, problem solving, resolving conflict, having fun.</p> <p>(IF CHANGES MENTIONED):  <b>What do you think contributed to these changes?</b></p> <p><b>NOTE:</b> Code responses by list from b.1/b.2., and/or broader prompts – plus any other types of positive interaction mentioned by parents.</p>
		(c) Participants report doing more activities together as a family.	<p><b>NOTE:</b> This question seems to work best an open-ended and retrospective (AFTER), because of the wide range of activities that families can do together. You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(c.1) Since you started to come to [program], what changes, if any, have there been in how you spend time together as a family? (Please share examples of what kinds of activities you do now as a family, compared to what you did before [program]).</b>  <b>Prompts</b> (as needed): time at: home, in neighbourhood, at structured activities for kids (such as sports, arts), community events, public spaces or facilities</p> <p><b>NOTE:</b> Code by categories in prompts – plus other places/ways that parents' say that they spend time together as a family.</p> <p><b>Supplementary Questions:</b> These go beyond the indicator itself, but could provide some additional in-depth understanding of what family activities are most valued by program participants, if agencies are interested in learning that.</p> <p><b>From your perspective, are there some things that are more important to do together as a family, as compared to other things? (IF YES) Which things are more important? What makes those things more important?</b></p> <p><b>What are the best parts of doing things together as a family? What makes those things the best?</b></p>



	Common Outcomes	Indicators	Tool Questions																								
L	<p><b>L. Participants have knowledge of community resources</b> (<i>Information and referral, Parent Link Centres, Public education</i>)</p>	<p>a) Participants identify one or more specific community resources that address their information or service needs (e.g., could be for parenting, relationships, mental health, physical health, basic needs, abuse, community connections, or other issues)</p>	<p><b>NOTE:</b> Because the questions in this section are about supports they are likely to learn about once they are in the program, retrospective (AFTER) questions are likely most relevant and feasible. You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>NOTE:</b> You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply....”</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.</p> <p><b>(Survey or interview with participant):</b>  <b>(a.1) Which, if any, community programs/services/resources did you learn about at [program] – that you did not know about before you started [program]? (Please check all that apply, in the shaded box to the right of each type of resource)<sup>40</sup></b></p> <table border="1" data-bbox="897 862 2370 1450"> <thead> <tr> <th>Program/Service/Resource</th> <th>√ if Yes</th> <th>Program/Service/Resource</th> <th>√ if Yes</th> <th>Program/Service/Resource</th> <th>√ if Yes</th> </tr> </thead> <tbody> <tr> <td>Aboriginal services</td> <td></td> <td>Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)</td> <td></td> <td>Citizenship and Immigration</td> <td></td> </tr> <tr> <td>Community social connections (such as coffee groups, community social gathering events, group social outings)</td> <td></td> <td>Disability Supports (such as AISH, PDD, assistance with activities of daily living)</td> <td></td> <td>Early childhood programs/services (such as child care, preschool, services for special needs)</td> <td></td> </tr> <tr> <td>Emergency services (ambulance, fire, police)</td> <td></td> <td>Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training)</td> <td></td> <td>Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to</td> <td></td> </tr> </tbody> </table>	Program/Service/Resource	√ if Yes	Program/Service/Resource	√ if Yes	Program/Service/Resource	√ if Yes	Aboriginal services		Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)		Citizenship and Immigration		Community social connections (such as coffee groups, community social gathering events, group social outings)		Disability Supports (such as AISH, PDD, assistance with activities of daily living)		Early childhood programs/services (such as child care, preschool, services for special needs)		Emergency services (ambulance, fire, police)		Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training)		Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to	
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<sup>40</sup>Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association

	Common Outcomes	Indicators	Tool Questions						
					(education or on-the-job)		connect people with same cultural background, cross-cultural activities)		
			Financial counselling/money management (such as budgeting, banking)		Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden)		Functional assessments (such as development, skills, behaviours)		
			Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes)		Housing supports (such as affordable housing options, rent supplements, landlord-tenant information)		Income Supports (such as SFI)		
			Legal or protective services (such as Legal Aid, child protection, restraining orders )		Libraries		Mental health/emotional support (such as counselling, practical supports for daily living as needed)		
			Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning)		Places of worship/spiritual support		Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups)		
			Relationship support (such as counselling, healthy decision making)		Schools		Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys)		
			Transportation		Other (please specify)		None of these		

	Common Outcomes	Indicators	Tool Questions																		
			<p><b>NOTE:</b> The question below is retrospective (AFTER). You may also decide to use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(a.2) Please tell us the specific resources, if any, that you learned about through [the program], <u>that you did not know about before you started [program]</u>?</b>  <b>Prompts</b> (as needed): People? Places? Community resources?</p> <p><b>NOTE:</b> Code responses according to the above categories in a.1, plus any other types of resources mentioned.</p> <p><b>Supplementary Question:</b> This goes beyond the indicator, but may be of interest to agencies.</p> <p><b>More specifically, how do you think the resources you just listed (mentioned) will help you?</b></p> <p>More general questions, if it is not feasible to ask participants to identify specific resources (as per the indicator).  <b>Please rate how much you agree or disagree with each of the following statements, by checking the column under the number that best describes your experience.</b></p> <table border="1" data-bbox="900 935 2317 1260"> <thead> <tr> <th data-bbox="900 935 1510 1117">Statement</th> <th data-bbox="1510 935 1677 1117">1 Strongly disagree</th> <th data-bbox="1677 935 1843 1117">2 Disagree</th> <th data-bbox="1843 935 2010 1117">3 Neither agree nor disagree</th> <th data-bbox="2010 935 2150 1117">4 Agree</th> <th data-bbox="2150 935 2317 1117">5 Strongly agree</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 1117 1510 1188">I know who to contact in the community when I need help</td> <td data-bbox="1510 1117 1677 1188"></td> <td data-bbox="1677 1117 1843 1188"></td> <td data-bbox="1843 1117 2010 1188"></td> <td data-bbox="2010 1117 2150 1188"></td> <td data-bbox="2150 1117 2317 1188"></td> </tr> <tr> <td data-bbox="900 1188 1510 1260">I know where I can get answers to my parenting questions</td> <td data-bbox="1510 1188 1677 1260"></td> <td data-bbox="1677 1188 1843 1260"></td> <td data-bbox="1843 1188 2010 1260"></td> <td data-bbox="2010 1188 2150 1260"></td> <td data-bbox="2150 1188 2317 1260"></td> </tr> </tbody> </table>	Statement	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree	I know who to contact in the community when I need help						I know where I can get answers to my parenting questions					
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		<p>b) Participants ask for information about or referral to one or more community resources that address their information or</p>	<p><b>NOTE:</b> Questions for this indicator are retrospective (AFTER) due to the nature of the indicator (referral). You may also decide to also use them partway through the program, if that would be useful and feasible.</p> <p><b>NOTE:</b> Data for the questions below could be collected through program administrative data, based on staff observation and recorded in log books or facilitator notes.</p>																		

	Common Outcomes	Indicators	Tool Questions
		service needs.	<p><b>NOTE:</b> Format below is adapted from PALS regarding tutor observations of students. The nature of the indicator requires staff to keep track of proactive requests from participant.</p> <p><b>NOTE:</b> Please base responses to the following questions on (1) your own record of conversations with each participant, and /or (2) checking with other staff or trained volunteers who also work with this participant – as appropriate to your agency's way or working with participants.</p> <p><b>(From program admin data documented by staff, based on proactive inquires by participants):</b>  <b>(b.1) This program participant has requested information about at least one community resource.</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <b>- Please specify the type(s) of resource(s) about which information was requested</b></p> <p><b>(b.2) This program participant has requested at least one referral to a community resource</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <b>- Please specify type(s) of referral(s) requested</b></p> <p><b>NOTE:</b> Code responses to the open-ended follow-up questions by types of information and referrals mentioned under b.1 and b.2, and by categories in the Table for b.3 and b.4 below.</p> <p><b>NOTE:</b> Please read the first of the four notes that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant):</b>  <b>Which kinds of programs/services/resources have you used in the [insert timeframe of interest]? Which ones were helpful to your needs?)<sup>41</sup></b></p> <p><b>(b.3) Which kinds of programs/services/resources, if any, have you asked [program] staff about? Which ones, if</b></p>

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			<p><b>(b.4) The second question within the overall Question b.3 above covers this (b.4) - i.e., “Which ones, if any, have you asked [program] staff to refer you to?” (Participant checks dark gray shaded boxes that apply.)</b></p>																		
M	<p><b>M. Participants are connected to community resources</b> (FASD, Seniors)</p>	<p>a) Participants report that they have contacted one or more community resources that address their information or service needs (e.g., could be for parenting, relationships, mental health, basic needs, abuse, community connections, or other issues)</p>	<p><b>NOTE:</b> Questions for this indicator would work best retrospectively (AFTER) the program, because participants are most likely to learn of these resources during the program (so would have had little contact with them before).</p> <p><b>NOTE:</b> You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply....”)</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.</p> <p><b>(Survey or interview with participant):</b>  <b>(a.1) Which of the following programs/services/resources, if any, have you <u>contacted</u> since you started [program], <u>that you had never contacted before you started</u> [program]? Which ones, if any, have <u>used</u> since you started [program], <u>that you had never used before you started</u> [program]?</b></p> <p><b>(Please check all the kinds of programs/services/resources you have contacted, in the <u>light</u> gray shaded box to the right of each type of resource. Please check which kinds you have used, in the <u>dark</u> gray shaded box.)<sup>42</sup></b></p> <table border="1" data-bbox="897 1114 2507 1424"> <thead> <tr> <th>Program/Service/Resource</th> <th>√ if contacted</th> <th>√ if used</th> <th>Program/Service/Resource</th> <th>√ if contacted</th> <th>√ if used</th> <th>Program/Service/Resource</th> <th>√ if contacted</th> <th>√ if used</th> </tr> </thead> <tbody> <tr> <td>Aboriginal services</td> <td></td> <td></td> <td>Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)</td> <td></td> <td></td> <td>Citizenship and Immigration</td> <td></td> <td></td> </tr> </tbody> </table>	Program/Service/Resource	√ if contacted	√ if used	Program/Service/Resource	√ if contacted	√ if used	Program/Service/Resource	√ if contacted	√ if used	Aboriginal services			Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)			Citizenship and Immigration		
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<sup>42</sup>Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association

	Common Outcomes	Indicators	Tool Questions								
			Community social connections (such as coffee groups, community social gathering events, group social outings)			Disability Supports (such as AISH, PDD, assistance with activities of daily living)			Early childhood programs/services (such as child care, preschool, services for special needs)		
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			Legal or protective			Libraries			Mental		



	Common Outcomes	Indicators	Tool Questions								
			services (such as Legal Aid, child protection, restraining orders )						health/emotional support (such as counselling, practical supports for daily living as needed)		
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			Transportation			Other (please specify)			None of these		
<p><b>NOTE:</b> The question below is retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(a.2) Please share examples of specific resources you contacted.</b>  <b>Prompts</b> (as needed): People? Places? Community resources?</p>											

	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Code responses according to the above categories in a.1, plus any other types of resources mentioned.</p> <p><b>Supplementary Questions:</b></p> <p>Questions below (if used) would need to precede the question above for the indicator, as these supplementary questions address knowledge of resources and process of contact -- and the question above is about actually contacting the resources.</p> <p><b>Where would you find help in the following areas, if you need it?</b> (You could use table of resources from above -- then probe about: People? Places? Community resources?)</p> <p><b>Please describe how you found out about these resources?</b></p> <p><b>Please describe how you decide what resources you contact, and what the process usually is?</b></p>
		<p>b) Participants report that they have used the resources/services of one or more community resources that address their information or service needs</p>	<p><b>NOTE:</b> Questions for this indicator would work best retrospectively (AFTER) the program, because participants are most likely to learn of these resources during the program (so would not have used with them before, in most cases).</p> <p><b>NOTE:</b> You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the "Please check all that apply...")</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.</p> <p><b>(Survey or interview with participant):</b>  <b>(b.1) The second question within the overall Question a.1 in the previous section covers this - i.e., "Which ones, if any, have <u>used since you started [program]</u>, <u>that you had never used before you started [program]</u>?"</b></p> <p><b>(Participant checks dark gray shaded boxes that apply.)</b></p>

	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(Open-ended elaboration):</b>  <b>(b.2) Please share examples of specific resources you have used.</b></p> <p><b>Prompts</b> (as needed): People? Places? Community resources? How did you use the resources?</p> <p><b>NOTE:</b> Code responses according to the above categories in the Table in Question a.1 – plus ways that people have used resources.</p> <p><b>Supplementary Question:</b> This goes beyond indicator b, but an important question about actual benefit of resource use – some agencies may wish to ask about this.</p> <p><b>How (if at all) did you benefit from using these resources? (Please share specific examples)</b></p>
N	<p><b>N. Participants make informed choices about their living situation</b>  <i>(Prevention of family violence and bullying, Seniors)</i></p>	<p>a) Participants report they have information about the options and resources available to them (e.g., types of housing, counselling, safety-related information/support, financial information/support, community involvement, health-related services)</p>	<p><b>NOTE:</b> The following questions could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able to realistically know who they could turn to for help), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their responses. That way, their AFTER response is less likely to influence their BEFORE response.</p> <p><b>NOTE:</b> You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply....”</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.</p> <p><b>NOTE:</b> For this question, the usual instruction to “check all that apply” may not give clear results. Participants could skip a response category because they do not know where to turn OR because the category does not</p>

	Common Outcomes	Indicators	Tool Questions																																									
			<p>apply. The table therefore has Yes and No columns, as well as instructions to consider whether a category applies to them.</p> <p><b>(a.1) Do you know where to turn if you have concerns with:</b></p> <p><b>(If the program/service/resource applies to you, and you know where to turn, please check the <u>light gray shaded box</u>. If the resource applies to your situation, but you <u>do not know</u> where to turn, please check the <u>dark gray shaded box</u>. )<sup>43</sup></b></p> <table border="1" data-bbox="903 574 2421 1442"> <thead> <tr> <th data-bbox="903 574 1212 630">Program/Service/Resource</th> <th data-bbox="1212 574 1292 630">√ if Yes</th> <th data-bbox="1292 574 1408 630">√ if No</th> <th data-bbox="1408 574 1720 630">Program/Service/Resource</th> <th data-bbox="1720 574 1811 630">√ if Yes</th> <th data-bbox="1811 574 1927 630">√ if No</th> <th data-bbox="1927 574 2233 630">Program/Service/Resource</th> <th data-bbox="2233 574 2314 630">√ if Yes</th> <th data-bbox="2314 574 2421 630">√ if No</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 630 1212 857">Aboriginal services</td> <td data-bbox="1212 630 1292 857"></td> <td data-bbox="1292 630 1408 857"></td> <td data-bbox="1408 630 1720 857">Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)</td> <td data-bbox="1720 630 1811 857"></td> <td data-bbox="1811 630 1927 857"></td> <td data-bbox="1927 630 2233 857">Citizenship and Immigration</td> <td data-bbox="2233 630 2314 857"></td> <td data-bbox="2314 630 2421 857"></td> </tr> <tr> <td data-bbox="903 857 1212 1084">Community social connections (such as coffee groups, community social gathering events, group social outings)</td> <td data-bbox="1212 857 1292 1084"></td> <td data-bbox="1292 857 1408 1084"></td> <td data-bbox="1408 857 1720 1084">Disability Supports (such as AISH, PDD, assistance with activities of daily living)</td> <td data-bbox="1720 857 1811 1084"></td> <td data-bbox="1811 857 1927 1084"></td> <td data-bbox="1927 857 2233 1084">Early childhood programs/services (such as child care, preschool, services for special needs)</td> <td data-bbox="2233 857 2314 1084"></td> <td data-bbox="2314 857 2421 1084"></td> </tr> <tr> <td data-bbox="903 1084 1212 1442">Emergency services (ambulance, fire, police)</td> <td data-bbox="1212 1084 1292 1442"></td> <td data-bbox="1292 1084 1408 1442"></td> <td data-bbox="1408 1084 1720 1442">Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)</td> <td data-bbox="1720 1084 1811 1442"></td> <td data-bbox="1811 1084 1927 1442"></td> <td data-bbox="1927 1084 2233 1442">Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background,</td> <td data-bbox="2233 1084 2314 1442"></td> <td data-bbox="2314 1084 2421 1442"></td> </tr> </tbody> </table>						Program/Service/Resource	√ if Yes	√ if No	Program/Service/Resource	√ if Yes	√ if No	Program/Service/Resource	√ if Yes	√ if No	Aboriginal services			Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)			Citizenship and Immigration			Community social connections (such as coffee groups, community social gathering events, group social outings)			Disability Supports (such as AISH, PDD, assistance with activities of daily living)			Early childhood programs/services (such as child care, preschool, services for special needs)			Emergency services (ambulance, fire, police)			Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)			Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background,		
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<sup>43</sup>Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association

	Common Outcomes	Indicators	Tool Questions									
									cross-cultural activities)			
			Financial counselling/money management (such as budgeting, banking)			Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden)			Functional assessments (such as development, skills, behaviours)			
			Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes)			Housing supports (such as affordable housing options, rent supplements, landlord-tenant information)			Income Supports (such as SFI)			
			Legal or protective services (such as Legal Aid, child protection, restraining orders )			Libraries			Mental health/emotional support (such as counselling, practical supports for daily living as needed)			
			Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning)			Places of worship/spiritual support			Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups)			
			Relationship support (such as counselling,			Schools			Shopping assistance/advice			

	Common Outcomes	Indicators	Tool Questions																													
			healthy decision making)						(such as sources of affordable food, clothing, household goods, toys)																							
			Transportation			Other (please specify)			None of these																							
			<p><b>NOTE:</b> If it is not possible to ask participants about the above supportive resources with reference to both BEFORE and AFTER the program, you could <b>use the following table</b>. You may need to help participants understand that they are to only check resources that they did not know they could turn to BEFORE. (You may also decide to also use it partway through the program, if that would be useful and feasible.)</p> <p><b>(a.2 ) Which of the following types of resources, if any, would you <u>now</u> turn to if you needed advice or support – that you <u>did not know you could turn to before you started [program]</u>? (Please check all that apply, that you did not know about before, in the shaded box to the right of each type of resource)</b></p>																													
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			Transportation		Other (please specify)		None of these		

	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> The question below is retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open ended elaboration or alternative: )</b>  <b>(a.3) Where do you turn when you need advice or support, compared to when you started [program]?</b>  <b>Prompts</b> (as needed): People? Places? Community resources? Reasons for turning to these sources of support? How did you learn about them? How were these sources helpful?</p> <p><b>NOTE:</b> Code responses by types of people, places, and community resource participants mention – from table in a.2 plus any other types of resources.</p>
		<p>b) Participants report they have the capacity to decide amongst the options and resources available to them (i.e., understand the information and how it could apply to their situation, feel they have the 'tools' to make the right decision)</p>	<p><b>NOTE:</b> The following questions could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able to realistically know their capacity to make decisions), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response.</p> <p><b>How much do you agree or disagree with the following statements:</b></p> <p><b>(b.1) I have the information I need to make the decisions that are most important in my life.</b></p> <p>1 Strongly disagree                  2 Disagree                  3 Neither agree nor disagree                  4 Agree                  5 Strongly agree</p> <p><b>(b.2) I find it easy to decide which options are best for my life.</b></p> <p>1 Strongly disagree</p>



	Common Outcomes	Indicators	Tool Questions
			<p>2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree</p> <p><b>NOTE:</b> Question b.3 and b.4 below is a simpler alternative for AFTER the program, but provides less information than Questions b.1 and b.2. They may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But b.3 and b.4 may be easier to ask quickly. If feasible, you may also decide to ask these questions at some other earlier point, partway through the program.</p> <p><b>(b.3) Compared to when you started [program], how much information do you have (that you need) to make the decisions that are most important in your life?</b></p> <p>1 Less information 2 About the same amount of information 3 More information</p> <p><b>(b.4) Compared to when you started [program], how easy is it for decide which options are best for my life?</b></p> <p>1 Less easy 2 About the same 3 More easy</p> <p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b> <b>(b.3) When making decisions about your life, what strategies do you use to come to the right decision for you?</b> <b>Prompts:</b> Seeking information on your own, talking to others, looking on-line, going to places that might have information</p> <p><b>NOTE:</b> Code responses by ways participants seek information.</p>
		c) Participants access the options and resources available to them (e.g.,	<p><b>NOTE:</b> Because the questions in this section are about supports they are likely to learn about once they are in the program, retrospective questions are likely most relevant and feasible. You may also decide to also use it partway through the program, if that would be useful and feasible.</p>

	Common Outcomes	Indicators	Tool Questions																													
		affordable housing, housing that meets accessibility needs, emergency shelters	<p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the one word (or something similar) that is most familiar to your participants.</p> <p><b>NOTE:</b> You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply...”</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.</p> <p><b>(c.1) What kinds of programs/services/resources have you accessed, if any, to help you make important decisions about your life – <u>that you have never used before starting [program]</u>? (Please check all that apply, in the shaded box to the right of each type of resource.)</b></p> <table border="1" data-bbox="903 792 2370 1505"> <thead> <tr> <th data-bbox="903 792 1352 857">Program/Service/Resource</th> <th data-bbox="1352 792 1427 857">√ if Yes</th> <th data-bbox="1427 792 1843 857">Program/Service/Resource</th> <th data-bbox="1843 792 1919 857">√ if Yes</th> <th data-bbox="1919 792 2295 857">Program/Service/Resource</th> <th data-bbox="2295 792 2370 857">√ if Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 857 1352 1052">Aboriginal services</td> <td data-bbox="1352 857 1427 1052"></td> <td data-bbox="1427 857 1843 1052">Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)</td> <td data-bbox="1843 857 1919 1052"></td> <td data-bbox="1919 857 2295 1052">Citizenship and Immigration</td> <td data-bbox="2295 857 2370 1052"></td> </tr> <tr> <td data-bbox="903 1052 1352 1214">Community social connections (such as coffee groups, community social gathering events, group social outings)</td> <td data-bbox="1352 1052 1427 1214"></td> <td data-bbox="1427 1052 1843 1214">Disability Supports (such as AISH, PDD, assistance with activities of daily living)</td> <td data-bbox="1843 1052 1919 1214"></td> <td data-bbox="1919 1052 2295 1214">Early childhood programs/services (such as child care, preschool, services for special needs)</td> <td data-bbox="2295 1052 2370 1214"></td> </tr> <tr> <td data-bbox="903 1214 1352 1505">Emergency services (ambulance, fire, police)</td> <td data-bbox="1352 1214 1427 1505"></td> <td data-bbox="1427 1214 1843 1505">Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)</td> <td data-bbox="1843 1214 1919 1505"></td> <td data-bbox="1919 1214 2295 1505">Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)</td> <td data-bbox="2295 1214 2370 1505"></td> </tr> </tbody> </table>						Program/Service/Resource	√ if Yes	Program/Service/Resource	√ if Yes	Program/Service/Resource	√ if Yes	Aboriginal services		Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)		Citizenship and Immigration		Community social connections (such as coffee groups, community social gathering events, group social outings)		Disability Supports (such as AISH, PDD, assistance with activities of daily living)		Early childhood programs/services (such as child care, preschool, services for special needs)		Emergency services (ambulance, fire, police)		Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)		Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)	
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	Common Outcomes	Indicators	Tool Questions
			<p><b>NOTE:</b> Please read the note that precedes a.3, as it applies here as well.</p> <p><b>(Open-ended elaboration):</b>  <b>(c.2) Please share examples of specific resources you have used.</b>  <b>Prompts</b> (as needed): People? Places? Community resources? How did you use the resources?</p> <p><b>NOTE:</b> Code responses according to the above categories in c.1 (and any others) – plus ways that people have used the resources.</p> <p><b>Supplementary Questions:</b> This goes beyond indicator c, but could be an important question about actual benefit of accessing the options/resources – some agencies may wish to ask about this.)  <b>How (if at all) did you benefit from accessing these resources? (Please share specific examples)</b></p>
○	<p><b>O. Participants are involved positively in the community</b>  <i>(Community development, Disability support)</i></p>	<p>a) Participants report or demonstrate becoming more integrated into community activities or groups (e.g., try activities that are new to them, get involved in volunteering for or organizing community activities, become part of a group of people with common interests)<sup>44</sup></p>	<p><b>NOTE:</b> Community could be the participant's own neighbourhood. Or, it could be a community made up of people who share similar interests or concerns, even if they are not in the same neighbourhood. Depending on your program, you may want to define community – e.g., if your work is all neighbourhood-focused, you could just use the word 'neighbourhood'. If your program defines community more broadly, then use 'community' or some other word that is appropriate for your focus.</p> <p><b>NOTE:</b> The following questions could be asked (or observed) at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response.</p> <p><b>NOTE:</b> The following questions could be asked in a <b>survey or interview</b>. In some cases, the staff may decide to use <b>direct observations</b> of people's involvement, if the kinds of activities, events and volunteer opportunities appropriate for participants also involve the staff. <b>If you use direct observation as a method, you can adapt the questions to 3<sup>rd</sup> person (e.g., Question a.1 would become "How often does [participant] get involved in community events or activities?"</b> Direct observation is best asked BEFORE and AFTER, to avoid challenges in</p>

<sup>44</sup> Participants in this case refer to those who have indicated or demonstrated past isolation within in the community.

	Common Outcomes	Indicators	Tool Questions
			<p><b>recalling past observations of the participant.</b></p> <p><b>(a.1) How often do you get involved in community events or activities?</b><sup>45</sup></p> <p>1 Not at all  2 At least once a year  3 At least 3 to 4 times a year  4 At least once a month  5 At least once a week</p> <p><b>a.2) About how many hours per month do you volunteer in your community? Community could be your own neighbourhood. Or it could be a community made up of people who share similar interests or concerns, even if they are not in the same neighbourhood.</b></p> <p>1 I did not do any volunteer work  2 Less than 1 hour a month  3 1 to 4 hours a month  4 5 to 15 hours a month  5 Over 15 hours a month</p> <p><b>NOTE:</b> Question a.3 and a.4 below is a simpler alternative for AFTER the program, but provides less information than Questions a.1 and a.2. They may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But a.3 and a.4 may be easier to ask quickly. If feasible, you may also decide to ask these questions at some other earlier point, partway through the program.</p> <p><b>(a.3) Compared to when you started [program], how often do you get involved in community events or activities?</b></p> <p>(1) Less often  (2) About the same</p>

<sup>45</sup> This question and the next one are adapted from the From Calgary FCSS – Social Inclusion- Participation in Neighbourhood measures – in SOCIAL NETWORKS & SOCIAL SUPPORT, SOCIAL CAPITAL tool (Same questions also included in Social Cohesion measure in NEIGHBOURHOOD CAPACITY tool called measures of ‘Involvement’ <http://www.calgary.ca/CSPS/CNS/Pages/FCSS/Outcomes-and-Indicators.aspx> (adapted to make response categories more informative. For example, (a.1) substitutes ‘how often’ for agree-disagree response format, (a.2) is worded so the question itself is more appropriate to the scale (the original question asked ‘on average’, but the scale contains ranked categories with ranges, so average does not apply). Some of the wording changes were done to better fit the intent of this common indicator (e.g., this ‘community’ is used instead of ‘neighbourhood’). NOTE: Some of the Calgary FCSS items appear to be from the Canadian Community Health Survey.

	Common Outcomes	Indicators	Tool Questions
			<p>(3) More often</p> <p><b>(a.4) Compared to when you started [program], about how often do volunteer in your community?</b>  (1) Less often  (2) About the same  (3) More often</p> <p><b>(Open-ended elaboration or alternative):</b></p> <p><b>(a.5) Are you involved in any community events or activities?</b> ___ Yes ___ No  (IF YES): <b>In what kinds of community events or activities, if any, are you most involved?</b></p> <p><b>NOTE:</b> Code responses types of events/activities mentioned.</p> <p><b>Supplementary questions to elaborate on the above:</b>  <b>Tell me some ways that you are involved in [events/activities mentioned above]?</b>  <b>-What benefits do you get out of being involved in [events/activities mentioned above]?</b></p> <p><b>(a.6) Do you volunteer in your community?</b> ___ Yes ___ No  (IF YES): <b>What kinds of volunteering do you do in your community?</b></p> <p><b>NOTE:</b> Code responses types of volunteer activities (including tasks, roles)</p> <p><b>Supplementary questions to elaborate on the above:</b>  <b>Tell me what is involved in your volunteer role with _____?</b>  <b>-What benefits do you get out of volunteering with _____?</b></p>

	Common Outcomes	Indicators	Tool Questions
		<p>b) Participants report that they enjoy spending time in their community</p>	<p><b>NOTE:</b> Please read the first two of the three notes that precedes a.1, as they apply here as well.</p> <p><b>(Survey or interview question)</b>  <b>(b.1) How well do each of the following statements reflect how you feel about this community? <sup>46</sup> (Please check the column that best reflects how you feel.)</b></p> <p><b>(See table on next page)</b></p>

<sup>46</sup>Sense of Community Index (Chavis et al., 2008) Shared Emotional Connection subscale. **NOTE:** Even though Q20 asks two things at once (i.e., double-barrelled question), it needs to be asked as it because it is part of a subscale that has been validated by research in other communities.

	Common Outcomes	Indicators	Tool Questions
			<p style="text-align: right;">Not at All   Somewhat   Mostly   Completely</p> <p>19. It is very important to me to be a part of this community.   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/></p> <p>20. I am with other community members a lot and enjoy being with them.   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/></p> <p>21. I expect to be a part of this community for a long time.   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/></p> <p>22. Members of this community have shared important events together, such as holidays, celebrations, or disasters.   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/></p> <p>23. I feel hopeful about the future of this community.   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/></p> <p>24. Members of this community care about each other.   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/></p> <p><b>NOTE:</b> This question is best asked BEFORE and AFTER the program, to capture change. You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended elaboration or alternative)</b>  <b>(b.2) When you think about spending time in your community, what comes most immediately to mind?</b></p> <p><b>NOTE:</b> Code responses by categories that reflect the items in (b.1) above, along with other feelings about their community (positive or negative).</p>



	Common Outcomes	Indicators	Tool Questions
		c) Participants report that they feel a sense of belonging/citizenship in their community	<p><b>NOTE:</b> Please read the first two of the three notes that precedes a.1, as they apply here as well.</p> <p><b>(c.1) How would you describe your sense of belonging to your local community? Would you say it is...?</b><sup>47</sup></p> <p>1 Very strong 2 Somewhat strong 3 Somewhat weak 4 Very weak</p> <p><b>NOTE:</b> Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p> <p><b>(c.2) Compared to when you started [program], would you say your sense of belonging to your local community is:</b></p> <p>1 Stronger 2 About the same 3 Weaker</p> <p><b>NOTE:</b> This question is best asked BEFORE and AFTER the program, to capture change. You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Survey or interview question)</b> <b>(c.3) How well do each of the following statements reflect how you feel about this community?</b> <sup>48</sup><b>(Please check the column that best reflects how you feel.)</b></p> <p><b>(See table on next page)</b></p>

<sup>47</sup>CCHS 2012 GEN\_Q10 - [http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem\\_Id=50653&Query\\_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2](http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem_Id=50653&Query_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2).

<sup>48</sup>Sense of Community Index (Chavis et al., 2008) Membership subscale. **NOTE:** Even though Q20 asks two things at once (i.e., double-barrelled question), it needs to be asked as it because it is part of a subscale that has been validated by research in other communities.

	Common Outcomes	Indicators	Tool Questions																																																		
			<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 65%;"></th> <th style="width: 12.5%; text-align: center;">Not at All</th> <th style="width: 12.5%; text-align: center;">Somewhat</th> <th style="width: 12.5%; text-align: center;">Mostly</th> <th style="width: 12.5%; text-align: center;">Completely</th> </tr> </thead> <tbody> <tr style="background-color: #f2f2f2;"> <td>7. I can trust people in this community.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td colspan="5"><hr style="border: 1px solid black;"/></td> </tr> <tr> <td></td> <td style="text-align: center;">Not at All</td> <td style="text-align: center;">Somewhat</td> <td style="text-align: center;">Mostly</td> <td style="text-align: center;">Completely</td> </tr> <tr> <td colspan="5"><hr style="border: 1px solid black;"/></td> </tr> <tr> <td>8. I can recognize most of the members of this community.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr style="background-color: #f2f2f2;"> <td>9. Most community members know me.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>10. This community has symbols and expressions of membership such as clothes, signs, art, architecture, logos, landmarks, and flags that people can recognize.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr style="background-color: #f2f2f2;"> <td>11. I put a lot of time and effort into being part of this community.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>12. Being a member of this community is a part of my identity.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> <p><b>(Open-ended elaboration or alternative)</b>  <b>(c.3) When you think about your connection to your community, what comes most immediately to mind?</b></p> <p><b>NOTE:</b> Code responses by categories that reflect the items in (c.1) above, along with other feelings about their community (positive or negative).</p>		Not at All	Somewhat	Mostly	Completely	7. I can trust people in this community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr style="border: 1px solid black;"/>						Not at All	Somewhat	Mostly	Completely	<hr style="border: 1px solid black;"/>					8. I can recognize most of the members of this community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Most community members know me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. This community has symbols and expressions of membership such as clothes, signs, art, architecture, logos, landmarks, and flags that people can recognize.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. I put a lot of time and effort into being part of this community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. Being a member of this community is a part of my identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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		<p>d) Participants report or demonstrate being involved in groups or activities that support or</p>	<p><b>NOTE:</b> Please read the first two of the three notes that precedes a.1, as they apply here as well.</p> <p><b>NOTE:</b> The following questions could be asked in a <b>survey or interview</b>. In some cases, the staff may decide to use <b>direct observations</b> of people's involvement, if the kinds of activities, events and volunteer opportunities</p>																																																		

	Common Outcomes	Indicators	Tool Questions
		assist with employment readiness or finding work (as applicable)	<p>appropriate for participants also involve the staff. <b>If you use direct observation as a method, you can adapt the questions to 3<sup>rd</sup> person (e.g., Question d.1 would become “Is [participant] involved in any groups or activities in his/her community could help him/her to find employment within the next six months?”</b> <b>Direct observation is best asked BEFORE and AFTER, to avoid challenges in recalling past observations of the participant.</b></p> <p><b>(d.1) Are you involved in any groups or activities in your community that could help find employment within the next six months? (These could be groups or activities that either prepare you for employment or help you find work.)</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>IF YES: Please list (tell me about) these community groups and/or activities?</b></p> <p><b>NOTE:</b> Code responses by types of groups or activities, and how those pertain to preparing for employment or finding work.</p>
P	<p><b>P. Participants are educated about social issues</b> (Public education)</p>	<p>(a) Participants identify one or more factors that contribute to a particular social issue that impacts personal and/or community quality of life in their neighbourhood/geographic area (e.g., family violence, bullying, broader personal safety, crime, addictions, mental health, sexual health, healthy relationships, homelessness, physical</p>	<p><b>NOTE:</b> Community could be the participant's own neighbourhood. Or, it could be a community made up of people who share similar interests or concerns, even if they are not in the same neighbourhood. Depending on your program, you may want to define community – e.g., if your work is all neighbourhood-focused, you could just use the word 'neighbourhood'. If your program defines community more broadly, then use 'community' or some other word that is appropriate for your focus.</p> <p><b>NOTE:</b> The following questions could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response.</p>

	Common Outcomes	Indicators	Tool Questions
		disabilities/chronic health conditions)	<p><b>(a.1) Which of the following factors do you think affect the quality of life in your community? (Please check all that apply)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Addictions</li> <li><input type="checkbox"/> Bullying</li> <li><input type="checkbox"/> Broader personal safety</li> <li><input type="checkbox"/> Crime</li> <li><input type="checkbox"/> Family violence</li> <li><input type="checkbox"/> Healthy relationships</li> <li><input type="checkbox"/> Homelessness</li> <li><input type="checkbox"/> Mental health</li> <li><input type="checkbox"/> Physical disabilities/chronic health conditions</li> <li><input type="checkbox"/> Sexual health-related violence</li> <li><input type="checkbox"/> Other (please describe)</li> </ul> <p><b>NOTE:</b> Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.</p> <p><b>(a.2) Which of the following factors do you think affect the quality of life in your community – <u>that you had not thought about before you started [program]</u>? (Please check all that apply)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Addictions</li> <li><input type="checkbox"/> Bullying</li> <li><input type="checkbox"/> Broader personal safety</li> <li><input type="checkbox"/> Crime</li> <li><input type="checkbox"/> Family violence</li> <li><input type="checkbox"/> Healthy relationships</li> <li><input type="checkbox"/> Homelessness</li> </ul>

	Common Outcomes	Indicators	Tool Questions
			<p>___ Mental health            ___ Physical disabilities/chronic health conditions            ___ Sexual health-related violence            ___ Other (please describe)</p> <p><b>NOTE:</b> The following questions could be asked BEFORE and AFTER, or AFTER only (if AFTER only, add “that you did not consider before starting [program]?” You may also decide to ask a.3 partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(a.3) In your view, what are the main factors that <u>enhance</u> the quality of life in your community/neighbourhood?</b></p> <p><b>NOTE:</b> Code responses by positive responses, including any factors from the above list in a.1 that are described in a positive way (e.g., no bullying).</p> <p><b>(a.4) In your view, what are the main factors that <u>detract from</u> quality of life in your community/neighbourhood?</b></p> <p><b>NOTE:</b> Code responses by negative responses, including any factors from the above list in a.1 that are described in a negative way.</p>
		(b) Participants identify at least one type of community resource to address one or more of the above issues (as relevant to their concern or interest)	<p><b>NOTE:</b> Please read the first of the two notes that precede a.1, as it applies here as well.</p> <p><b>NOTE:</b> Because the questions in this section are about supports they are likely to learn about once they are in the program, retrospective questions (AFTER) are likely most relevant and feasible. You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>NOTE:</b> You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply...”</p> <p><b>NOTE:</b> For questions that refer to programs/services/ resources, use the one word (or something similar) that is most familiar to your participants.</p>

	Common Outcomes	Indicators	Tool Questions					
			<p><b>(b.1) In your view, which types of programs/services/resources deal with social issues in your community? (Please check all that apply, in the shaded box to the right of each type of resource.)</b></p>					
	√ if Yes		√ if Yes		√ if Yes			
Aboriginal services		Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse)		Citizenship and Immigration				
Community social connections (such as coffee groups, community social gathering events, group social outings)		Disability Supports (such as AISH, PDD, assistance with activities of daily living)		Early childhood programs/services (such as child care, preschool, services for special needs)				
Emergency services (ambulance, fire, police)		Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job)		Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities)				
Financial counselling/money management (such as budgeting, banking)		Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden)		Functional assessments (such as development, skills, behaviours)				
Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes)		Housing supports (such as affordable housing options, rent supplements, landlord-tenant information)		Income Supports (such as SFI)				

	Common Outcomes	Indicators	Tool Questions						
			Legal or protective services (such as Legal Aid, child protection, restraining orders )		Libraries		Mental health/emotional support (such as counselling, practical supports for daily living as needed)		
			Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning)		Places of worship/spiritual support		Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups)		
			Relationship support (such as counselling, healthy decision making)		Schools		Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys)		
			Transportation		Other (please specify)		None of these		
		<p>(c) Participants identify ways they could get involved in addressing one or more of the above issues, if interested (e.g., volunteering for or organizing events/activities, advocacy in areas like respect for human rights, policy changes to support or protect people, specific types of programs/services to fill gaps).</p>	<p><b>NOTE:</b> The two notes that precede a.1 apply here as well.</p> <p><b>(Open-ended survey or interview with participant)</b> – it may be best to start with open-ended question here <b>(c.1) In what ways, if any, could you get involved in addressing social issues in your community?</b></p> <p><b>NOTE:</b> Code responses by ways people suggest that they could get involved.</p>						

	Common Outcomes	Indicators	Tool Questions																																																								
			<p><b>(Survey or interview with participant)</b>  <b>(c.2) How much do you agree or disagree with each of the following ways to get involved in addressing social issues in your community? (Please check the column that best reflects what you think.)</b></p> <table border="1" data-bbox="900 397 2088 1287"> <thead> <tr> <th data-bbox="900 397 1247 561">Strategy</th> <th data-bbox="1247 397 1392 561">1 Strongly disagree</th> <th data-bbox="1392 397 1534 561">2 Disagree</th> <th data-bbox="1534 397 1677 561">3 Neither agree nor disagree</th> <th data-bbox="1677 397 1784 561">4 Agree</th> <th data-bbox="1784 397 1916 561">5 Strongly agree</th> <th data-bbox="1916 397 2088 561">Not applicable</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 561 1247 662">Volunteering for or organizing events/activities</td> <td data-bbox="1247 561 1392 662"></td> <td data-bbox="1392 561 1534 662"></td> <td data-bbox="1534 561 1677 662"></td> <td data-bbox="1677 561 1784 662"></td> <td data-bbox="1784 561 1916 662"></td> <td data-bbox="1916 561 2088 662"></td> </tr> <tr> <td data-bbox="900 662 1247 824">Advocacy (for example human rights of participants or community members more broadly)</td> <td data-bbox="1247 662 1392 824"></td> <td data-bbox="1392 662 1534 824"></td> <td data-bbox="1534 662 1677 824"></td> <td data-bbox="1677 662 1784 824"></td> <td data-bbox="1784 662 1916 824"></td> <td data-bbox="1916 662 2088 824"></td> </tr> <tr> <td data-bbox="900 824 1247 987">Policy changes to support or protect people (participants, people in broader community)</td> <td data-bbox="1247 824 1392 987"></td> <td data-bbox="1392 824 1534 987"></td> <td data-bbox="1534 824 1677 987"></td> <td data-bbox="1677 824 1784 987"></td> <td data-bbox="1784 824 1916 987"></td> <td data-bbox="1916 824 2088 987"></td> </tr> <tr> <td data-bbox="900 987 1247 1084">Specific types of programs/services to fill gaps</td> <td data-bbox="1247 987 1392 1084"></td> <td data-bbox="1392 987 1534 1084"></td> <td data-bbox="1534 987 1677 1084"></td> <td data-bbox="1677 987 1784 1084"></td> <td data-bbox="1784 987 1916 1084"></td> <td data-bbox="1916 987 2088 1084"></td> </tr> <tr> <td data-bbox="900 1084 1247 1154">Other 1 (please describe)</td> <td data-bbox="1247 1084 1392 1154"></td> <td data-bbox="1392 1084 1534 1154"></td> <td data-bbox="1534 1084 1677 1154"></td> <td data-bbox="1677 1084 1784 1154"></td> <td data-bbox="1784 1084 1916 1154"></td> <td data-bbox="1916 1084 2088 1154"></td> </tr> <tr> <td data-bbox="900 1154 1247 1224">Other 2 (please describe)</td> <td data-bbox="1247 1154 1392 1224"></td> <td data-bbox="1392 1154 1534 1224"></td> <td data-bbox="1534 1154 1677 1224"></td> <td data-bbox="1677 1154 1784 1224"></td> <td data-bbox="1784 1154 1916 1224"></td> <td data-bbox="1916 1154 2088 1224"></td> </tr> <tr> <td data-bbox="900 1224 1247 1287">Other 3 (please describe)</td> <td data-bbox="1247 1224 1392 1287"></td> <td data-bbox="1392 1224 1534 1287"></td> <td data-bbox="1534 1224 1677 1287"></td> <td data-bbox="1677 1224 1784 1287"></td> <td data-bbox="1784 1224 1916 1287"></td> <td data-bbox="1916 1224 2088 1287"></td> </tr> </tbody> </table> <p data-bbox="900 1328 2400 1393"><b>Supplementary Question:</b> This does not directly pertain to the indicator, but could be useful as an optional process-oriented question.)</p> <p data-bbox="900 1433 2400 1498"><b>How interested are you in getting involved in the following ways to take action on the social issues in your community/neighbourhood?</b></p>	Strategy	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree	Not applicable	Volunteering for or organizing events/activities							Advocacy (for example human rights of participants or community members more broadly)							Policy changes to support or protect people (participants, people in broader community)							Specific types of programs/services to fill gaps							Other 1 (please describe)							Other 2 (please describe)							Other 3 (please describe)						
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Other 2 (please describe)																																																											
Other 3 (please describe)																																																											



	Common Outcomes	Indicators	Tool Questions							
			Strategy	1 Not at all interested	2 Not very interested	3 Somewhat interested	4 Quite interested	5 Very interested	Not applicable	
			Volunteering for or organizing events/activities							
			Advocacy (for example human rights of participants or community members more broadly)							
			Policy changes to support or protect people(participants, people in broader community)							
			Specific types of programs/services to fill gaps							
			Other 1 (please describe)							
			Other 2 (please describe)							
			Other 3 (please describe)							
Q	<p><b>Q. Participants feel they contribute to positive change in the community (or agency) through volunteer</b></p>	<p>(a) Participants report at least one way in which their volunteering has made a positive difference in the community – (e.g., safety, community</p>	<p><b>NOTE:</b> This question would likely be most informative as a retrospective (AFTER) question, as it assumes the participant has already been volunteering long enough to have seen their contribution to making a difference. You may also decide to also use it partway through the program, if that would be useful and feasible.</p>							

	Common Outcomes	Indicators	Tool Questions																																										
	<p><b>activities</b> (Volunteer support)</p>	<p>connectedness, access to supports (food, transportation), beautification, etc)</p>	<p><b>(Survey or interview with participant)</b> <b>(a.1) In your view, what difference, if any, does your volunteer service make to others? (Please check all that apply)</b></p> <p><input type="checkbox"/> The neighbourhood is safer  <input type="checkbox"/> More people know each other's names  <input type="checkbox"/> People can get to their appointments  <input type="checkbox"/> People get the supplies they need, such as groceries or medicines  <input type="checkbox"/> The neighbourhood looks better  <input type="checkbox"/> Other (please describe)</p> <p><b>(Open-ended elaboration or alternative – as above, but without showing/reading the list)</b> <b>(a.2) In your view, what difference, if any, does your volunteer service make to others?</b></p> <p><b>NOTE:</b> Code by response categories from above list in a.1, and any other ways that participants see their volunteering making a difference.</p> <p><b>Supplementary Question:</b> This does not directly pertain to the indicator, but could be useful as a process-oriented question. )</p> <p><b>Please rate the importance, to you, of each of the following reasons that you volunteer at [program]:</b></p> <table border="1" data-bbox="903 1040 2341 1511"> <thead> <tr> <th data-bbox="903 1040 1271 1149">Reason for Volunteering</th> <th data-bbox="1271 1040 1462 1149">1 Not at all important</th> <th data-bbox="1462 1040 1680 1149">2 Not very important</th> <th data-bbox="1680 1040 1897 1149">3 Somewhat important</th> <th data-bbox="1897 1040 2115 1149">4 Quite important</th> <th data-bbox="2115 1040 2341 1149">5 Very important</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1149 1271 1187">I want to help people</td> <td data-bbox="1271 1149 1462 1187"></td> <td data-bbox="1462 1149 1680 1187"></td> <td data-bbox="1680 1149 1897 1187"></td> <td data-bbox="1897 1149 2115 1187"></td> <td data-bbox="2115 1149 2341 1187"></td> </tr> <tr> <td data-bbox="903 1187 1271 1224">I like to learn new things</td> <td data-bbox="1271 1187 1462 1224"></td> <td data-bbox="1462 1187 1680 1224"></td> <td data-bbox="1680 1187 1897 1224"></td> <td data-bbox="1897 1187 2115 1224"></td> <td data-bbox="2115 1187 2341 1224"></td> </tr> <tr> <td data-bbox="903 1224 1271 1297">I believe it's important to 'give back'</td> <td data-bbox="1271 1224 1462 1297"></td> <td data-bbox="1462 1224 1680 1297"></td> <td data-bbox="1680 1224 1897 1297"></td> <td data-bbox="1897 1224 2115 1297"></td> <td data-bbox="2115 1224 2341 1297"></td> </tr> <tr> <td data-bbox="903 1297 1271 1370">It's a way to meet new people</td> <td data-bbox="1271 1297 1462 1370"></td> <td data-bbox="1462 1297 1680 1370"></td> <td data-bbox="1680 1297 1897 1370"></td> <td data-bbox="1897 1297 2115 1370"></td> <td data-bbox="2115 1297 2341 1370"></td> </tr> <tr> <td data-bbox="903 1370 1271 1474">It helps me learn more about what people need in my community</td> <td data-bbox="1271 1370 1462 1474"></td> <td data-bbox="1462 1370 1680 1474"></td> <td data-bbox="1680 1370 1897 1474"></td> <td data-bbox="1897 1370 2115 1474"></td> <td data-bbox="2115 1370 2341 1474"></td> </tr> <tr> <td data-bbox="903 1474 1271 1511">It reduces my fees. (Or</td> <td data-bbox="1271 1474 1462 1511"></td> <td data-bbox="1462 1474 1680 1511"></td> <td data-bbox="1680 1474 1897 1511"></td> <td data-bbox="1897 1474 2115 1511"></td> <td data-bbox="2115 1474 2341 1511"></td> </tr> </tbody> </table>	Reason for Volunteering	1 Not at all important	2 Not very important	3 Somewhat important	4 Quite important	5 Very important	I want to help people						I like to learn new things						I believe it's important to 'give back'						It's a way to meet new people						It helps me learn more about what people need in my community						It reduces my fees. (Or					
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	Common Outcomes	Indicators	Tool Questions						
			it makes the program more affordable )						
			Other (please describe)						
		<p>(b) Participants report that their involvement contributes to goals that their community members are working to accomplish</p>	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant)</b>  <b>(b.1) In your opinion, how much does your volunteer work contribute to goals that people in your community are working towards?</b></p> <p>1 None                  2 Very little                  3 Some                  4 Quite a bit                  5 A lot</p> <p><b>(b.2) In your opinion, how much does your volunteer work contribute to the overall goal of [program]?</b></p> <p>1 None                  2 Very little                  3 Some                  4 Quite a bit                  5 A lot</p> <p><b>NOTE:</b> The questions below are retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended elaboration or alternative)</b>  <b>(b.3) In what ways do you believe that your volunteer work contributes to goals that people in your community are working toward?</b></p> <p><b>(b.4) In what ways do you believe that your volunteer work contributes to the overall goal of [program]?</b></p> <p><b>NOTE:</b> Code responses for both (b.3) and (b.4) by types of volunteer contribution mentioned.</p>						

	Common Outcomes	Indicators	Tool Questions																																																																												
R	<p><b>R. Participants increase their a) knowledge and b) skills through their volunteer involvement</b> (Volunteer support)</p>	<p>(a) Participants identify what they have learned about their community and/or themselves through volunteering (e.g., community issues, how they can match their own interests or skills with volunteer opportunities)</p>	<p><b>NOTE:</b> This question would likely be most informative as a retrospective (AFTER) question, as it assumes the participant has already been volunteering long enough to have learned from their experience with it. You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(a.1) How much did you learn about the following, through volunteering with [program] – that you did not know before you started? (Please check the column that best reflects your learning.)</b></p> <table border="1" data-bbox="900 505 2400 1365"> <thead> <tr> <th data-bbox="900 505 1330 670">Type of learning</th> <th data-bbox="1330 505 1521 670">1 Nothing</th> <th data-bbox="1521 505 1688 670">2 Very little</th> <th data-bbox="1688 505 1854 670">3 Some</th> <th data-bbox="1854 505 2021 670">4 Quite a bit</th> <th data-bbox="2021 505 2206 670">5 A lot</th> <th data-bbox="2206 505 2400 670">Not addressed by the volunteer experience</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 670 1330 737">Different community resources to help people 'in need'</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="900 737 1330 771">Reasons people are 'in need'</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="900 771 1330 894">How this volunteer opportunity fits with my interests</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="900 894 1330 1018">How my skills fit with this volunteer opportunity</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="900 1018 1330 1141">How this volunteer opportunity helps me to make a difference in my community</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="900 1141 1330 1265">How this volunteer opportunity helps me to make a difference to this program/agency</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="900 1265 1330 1299">Other1 (please specify)</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="900 1299 1330 1333">Other2 (please specify)</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="900 1333 1330 1365">Other3 (please specify)</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>							Type of learning	1 Nothing	2 Very little	3 Some	4 Quite a bit	5 A lot	Not addressed by the volunteer experience	Different community resources to help people 'in need'							Reasons people are 'in need'							How this volunteer opportunity fits with my interests							How my skills fit with this volunteer opportunity							How this volunteer opportunity helps me to make a difference in my community							How this volunteer opportunity helps me to make a difference to this program/agency							Other1 (please specify)							Other2 (please specify)							Other3 (please specify)						
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			<p><b>NOTE:</b> The questions below are retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.</p> <p><b>(Open-ended elaboration or alternative)</b>  <b>(a.2) What, if anything, did you learn about your community through your volunteer experience?</b></p> <p><b>(a.3) What, if anything, did you learn about [program] or [agency] through your volunteer experience? (program/agency)</b></p> <p><b>NOTE:</b> Code responses for both a.2 and a.3 by categories in a.1 above, as well as by any other types of learning mentioned.</p>																														
		<p>(b1) Participants demonstrate skills that contribute to accomplishing the changes they wish to see as volunteers (e.g., find resources, organize events/activities, build supportive relationships with others, carry out specific tasks that help individuals or groups)</p>	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>NOTE:</b> Items are worded as tasks/behaviours that demonstrate skills – i.e., they serve as a "proxy" for skills.</p> <p><b>(Survey or interview with participant)</b>  <b>(b1.1) Thinking of your most recent volunteer experience, would you say you often, sometimes or never performed each of the following tasks?<sup>49</sup> (Please check the column that best reflects your experience.)</b></p> <table border="1" data-bbox="900 971 2352 1401"> <thead> <tr> <th data-bbox="900 971 1545 1036">Type of task</th> <th data-bbox="1545 971 1725 1036">1 Often</th> <th data-bbox="1725 971 1956 1036">2 Sometimes</th> <th data-bbox="1956 971 2134 1036">3 Never</th> <th data-bbox="2134 971 2352 1036">Not applicable</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 1036 1545 1101">Undertake manual labour or tasks such as cleaning or building</td> <td data-bbox="1545 1036 1725 1101"></td> <td data-bbox="1725 1036 1956 1101"></td> <td data-bbox="1956 1036 2134 1101"></td> <td data-bbox="2134 1036 2352 1101"></td> </tr> <tr> <td data-bbox="900 1101 1545 1133">Use your professional skills</td> <td data-bbox="1545 1101 1725 1133"></td> <td data-bbox="1725 1101 1956 1133"></td> <td data-bbox="1956 1101 2134 1133"></td> <td data-bbox="2134 1101 2352 1133"></td> </tr> <tr> <td data-bbox="900 1133 1545 1166">Use your business skills</td> <td data-bbox="1545 1133 1725 1166"></td> <td data-bbox="1725 1133 1956 1166"></td> <td data-bbox="1956 1133 2134 1166"></td> <td data-bbox="2134 1133 2352 1166"></td> </tr> <tr> <td data-bbox="900 1166 1545 1214">Use your technological skills</td> <td data-bbox="1545 1166 1725 1214"></td> <td data-bbox="1725 1166 1956 1214"></td> <td data-bbox="1956 1166 2134 1214"></td> <td data-bbox="2134 1166 2352 1214"></td> </tr> <tr> <td data-bbox="900 1214 1545 1401">Perform activities such as cooking or crafts</td> <td data-bbox="1545 1214 1725 1401"></td> <td data-bbox="1725 1214 1956 1401"></td> <td data-bbox="1956 1214 2134 1401"></td> <td data-bbox="2134 1214 2352 1401"></td> </tr> </tbody> </table>	Type of task	1 Often	2 Sometimes	3 Never	Not applicable	Undertake manual labour or tasks such as cleaning or building					Use your professional skills					Use your business skills					Use your technological skills					Perform activities such as cooking or crafts				
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<sup>49</sup>Volunteer Canada, Bridging the Gap report (Available at <http://volunteer.ca/content/bridging-gap-report> (some adaptation to simplify wording for participants, and to delete two items too generic to be applicable to the specific skills focus of the indicator; also added more 'other' slots at the end, and a N/A category not in original tool)

	Common Outcomes	Indicators	Tool Questions					
			Provide administrative support					
			Help with fundraising activities					
			Serve on boards, committees or otherwise provide leadership					
			Other specific tasks 1 (please describe)					
			Other specific tasks 2 (please describe)					
			Other specific tasks 3 (please describe)					
			<p><b>(Staff observation option – using table in b1.1 above)</b>  <b>(b1.2) Consider the following list of volunteer tasks. Please use the following table to indicate how often [participant] has done each of these tasks? (as applicable)</b></p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative):</b>  <b>(b1.3) Thinking of your most recent volunteer experience, what types of tasks did you do?</b>  <b>Prompts:</b> Most often? Less often?</p> <p><b>NOTE:</b> Code by types of tasks and whether they were frequent or less frequent.</p> <p><b>(Open-ended elaboration - takes indicator a little further by connecting tasks to participant perceptions of contribution)</b>  <b>(b1.4) How do you see your volunteer work as contributing to changes you want to see in your community?</b></p> <p><b>NOTE:</b> Code by types of contributions, and how participants relate those contributions to types of changes.</p> <p><b>Supplementary question:</b> From Volunteer Canada<sup>50</sup> – not a measure of this indicator (b1) or the next one (b2), but might be a good process question for agencies).  <b>Using a 10 point scale where 1 means that opportunity was not provided for you at all and 10 means that opportunity was provided frequently. How much opportunity did you have to...</b></p>					

<sup>50</sup>Volunteer Canada, Bridging the Gap report (Available at <http://volunteer.ca/content/bridging-gap-report>)

	Common Outcomes	Indicators	Tool Questions																				
			<p>a. Make a contribution or make a difference _____</p> <p>b. Improve your employment or academic prospects or network _____</p> <p>c. Use your skills and experience _____</p> <p>d. Learn new skills, gain experience or access training _____</p> <p>e. Support a cause you care strongly about _____</p> <p>f. Support an organization you care strongly about _____</p> <p>g. Spend time with friends or family _____</p> <p>h. Do something that fits with your employer's objectives _____</p> <p>i. Do something that fits with your religious or spiritual beliefs _____</p> <p>j. Help others or your community _____</p> <p>k. Have fun or socialize _____</p> <p>l. Feel good about yourself _____</p> <p>m. Fulfill an obligation or commitment _____</p> <p>n. Improve your health _____</p> <p>o. Be recognized for your contribution _____</p> <p>p. Volunteer in a positive environment _____</p>																				
		<p>(b2) Participants demonstrate skills that could assist them to find employment or enhance their contribution to other paid or unpaid work</p>	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(Survey or interview with participant)</b></p> <p><b>(b2.1) To what extent did your volunteer work at [program] improve your skills in the following areas? Would you say your skills have improved a lot, some, or none?<sup>51</sup> (Please check the column that best reflects your experience.)</b></p> <table border="1" data-bbox="897 1146 2362 1388"> <thead> <tr> <th data-bbox="897 1146 1669 1214">Type of skill</th> <th data-bbox="1669 1146 1822 1214">1 A lot</th> <th data-bbox="1822 1146 1975 1214">2 Some</th> <th data-bbox="1975 1146 2131 1214">3 None</th> <th data-bbox="2131 1146 2362 1214">Not applicable</th> </tr> </thead> <tbody> <tr> <td data-bbox="897 1214 1669 1252">Administrative support, such as answering phones</td> <td data-bbox="1669 1214 1822 1252"></td> <td data-bbox="1822 1214 1975 1252"></td> <td data-bbox="1975 1214 2131 1252"></td> <td data-bbox="2131 1214 2362 1252"></td> </tr> <tr> <td data-bbox="897 1252 1669 1315">Planning and organizing, such as planning an event or fundraising activities</td> <td data-bbox="1669 1252 1822 1315"></td> <td data-bbox="1822 1252 1975 1315"></td> <td data-bbox="1975 1252 2131 1315"></td> <td data-bbox="2131 1252 2362 1315"></td> </tr> <tr> <td data-bbox="897 1315 1669 1388">Relationships and dealing with people</td> <td data-bbox="1669 1315 1822 1388"></td> <td data-bbox="1822 1315 1975 1388"></td> <td data-bbox="1975 1315 2131 1388"></td> <td data-bbox="2131 1315 2362 1388"></td> </tr> </tbody> </table>	Type of skill	1 A lot	2 Some	3 None	Not applicable	Administrative support, such as answering phones					Planning and organizing, such as planning an event or fundraising activities					Relationships and dealing with people				
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<sup>51</sup>Informed by Volunteer Canada, Bridging the Gap report (Available at <http://volunteer.ca/content/bridging-gap-report> - with some adaptations to clarify wording for participants, and to include additional skill areas relevant to COG (some additional items are from Family Centre)

	Common Outcomes	Indicators	Tool Questions					
			Technology, such as computer systems					
			Leadership, such as committee or board participation					
			Manual labour, such as building maintenance					
			Problem solving skills					
			Coping skills					
			Other skill 1 (please describe)					
			Other skill 2 (please describe)					
			Other skill 3 (please describe)					
			<p><b>(Staff observation option – using same table as in b2.1 above)</b>  <b>(b2.2) Consider the following list of volunteer skills. Please use the following table to indicate to what extent this volunteer has made improvements in each of these skills? (as applicable)</b></p> <p><b>NOTE:</b> Please read the note that precedes a.2, as it applies here as well.</p> <p><b>(Open-ended elaboration or alternative)</b>  <b>(b2.3) Since you started volunteering at [program] in what areas, if any, would you say that your skills have improved the most?</b></p> <p><b>NOTE:</b> Code by areas of skill improvements mentioned.</p> <p><b>(Open-ended elaboration - takes indicator a little further by connecting tasks to participant perceptions of contribution)</b>  <b>(b.2.4) How do you see your volunteer work as preparing you for other work you wish to do (paid employment or unpaid work)?</b></p> <p><b>NOTE:</b> Code by types of preparation, and how participant view preparation as contributing to paid/unpaid work.</p>					



	Common Outcomes	Indicators	Tool Questions
S	<b>NEW</b> <b>S. Participating communities strengthen their capacity to address issues or create opportunities for engagement</b> (Community development)	a) Participants identify how their communities (as a whole) are demonstrating progress in one or more of the following domains of community capacity: Participation; Leadership; Community structures; External supports; Asking why; Obtaining resources; Skills, knowledge, and learning; Linking with others; Sense of community <sup>52</sup>	<p><b>NOTE:</b> This question would be discussed by a group of participants who have been working on the community project. Participants need to have ongoing involvement in the project, for at least a few months, in order to provide an informed perspective on the question. That is, they should identify as a group. The group discussion format also could 'spark' participants to build on each other's thoughts. This question can be discussed periodically (e.g., every 6 months or a year) to see how perceptions of capacity change over time.</p> <p><b>(Group meeting of participants)</b> <b>(a.1) In what ways, if any, have the strengths or assets of this community grown since we began working together on this _____ project?</b></p> <p><b>NOTE:</b> Code responses according to how the group discussion content reflects each of the domains of community capacity from the Indicator a (in the column to the left.)</p> <p><b>NOTE:</b> A more formal option to the above open-ended question is below.</p> <p><b>(a.2) Community Capacity Building Tool (CCBT) from Public Health Agency of Canada <sup>53</sup> – domains shown in the indicator are all taken from that tool.</b> As with the open-ended question above, (CCBT) is discussed within a group of people who have had ongoing project involvement for at least a few months, and identify as a group. Most questions, for each domain, use response format of: Just started, On the road, Nearly there, We're there. Though use of the whole tool is recommended, agencies may wish to use particular subscales if some domains are more relevant than others. Do not pull out individual questions to 'mix and match', as the questions are only valid within their domain subscales (e.g., all participation questions need to be used as a subscale, etc.)</p>
		b) Participants' communities create opportunities for people to get involved in issues/opportunities of interest to them (e.g.,	<p><b>NOTE:</b> Please read the note that precedes a.1, as it applies here as well.</p> <p><b>(b.1) What opportunities do you see for members of this community to get involved in various aspects for community life?</b> <b>(Prompts:</b> What are some examples of opportunities to participate in community activities? What are some examples of ways that people can make contributions to this community?)</p>

<sup>52</sup>Domains from Public Health Agency of Canada Community Capacity Building Tool - [http://www.phac-aspc.gc.ca/canada/regions/ab-nwt-tno/documents/CCBT\\_English\\_web\\_000.pdf](http://www.phac-aspc.gc.ca/canada/regions/ab-nwt-tno/documents/CCBT_English_web_000.pdf)

<sup>53</sup> See <http://www.phac-aspc.gc.ca/canada/regions/ab-nwt-tno/downloads-eng.php>. Other community capacity tools have less clear (and/or more cumbersome) measurement processes than CCBT. CCBT also has strength of qualitative & quantitative mix – and truly is community level (in that people are not just adding up individual scores – they discuss and score each domain collectively. As we know, in addition to the CCBT tool, there is a scoring guide document.

	Common Outcomes	Indicators	Tool Questions
		volunteering, special events, leadership development)	<p><b>(Creative methods elaboration on b.1)</b> Participants could bring photos or maps to display prior to the group discussion, and refer to these visuals during discussion.</p> <p><b>NOTE:</b> Code responses and photos/maps (if used) by categories such as special events in community, leadership training and /or mentoring, volunteer opportunities, etc )<sup>54</sup></p>

<sup>54</sup>See Inspiring Communities (New Zealand) – <http://inspiringcommunities.org.nz/tools-resources-inspiring-communities-publications/learning-doing>. Also see [www.iacdglobal.org/publications-and-resources/community-development-tools](http://www.iacdglobal.org/publications-and-resources/community-development-tools); [www.abcdinstitute.org](http://www.abcdinstitute.org); [www.abundantcommunity.com/home/posts/peter\\_block/parms/1/post/20130422\\_measuring\\_and\\_evaluating\\_community\\_initiatives.html](http://www.abundantcommunity.com/home/posts/peter_block/parms/1/post/20130422_measuring_and_evaluating_community_initiatives.html) category possibilities. (These resources include input from community development researchers/facilitators such as John McKnight, Jim Diers, Peter Block.