Common Outcomes Initiative Model

Who:
Edmonton Region Children's Services (CS), Edmonton Family and Community Support Services (FCSS), United Way of the Alberta Capital Region (UWay) and numerous funded community agencies work together to provide a continuum of programs and services to meet the needs of all community members.

What:
In order to provide a summary of some of the social impacts and outcomes the social services sector is achieving, funders and funded agencies continue to work together to implement a common outcomes reporting form aimed at simplifying data collection and highlighting the positive difference programs are making in the community.

How:
Annually, the common reporting tool is used to collect data on these core outcomes and associated indicators. The report form and corresponding summary are commonly referred to as the Common Outcomes Report or COR.

The common outcomes and indicators are co-developed with the funded agencies and reflect work that has been done together for over 10 years. We recognize that there is always room for improvement, and thus will continue to develop and enhance this model - together. The outcomes and indicators provided have been reviewed by the Common Outcomes Advisory Group (October 2018) and feedback was incorporated. The suggested measures are tools that were provided to the agencies upon the original creation of the common outcomes and have been re-organized into this format. A sincere thank you to WellQuest Consulting and colleagues for their support creating those measures in 2013.

Additional Resources:

Wellquest Consulting (Horne,Wolbeck-Minke, & Larsson)	Examples of questions for previous outcomes/indicators
Information about the Outcomes/Indicators/Summary Reports	Edmonton FCSS website
COR User Guide	Available on the Edmonton FCSS website
FCSS Provincial Outcomes Databank	Provincial Measures Bank (FCSS Outcomes Model)
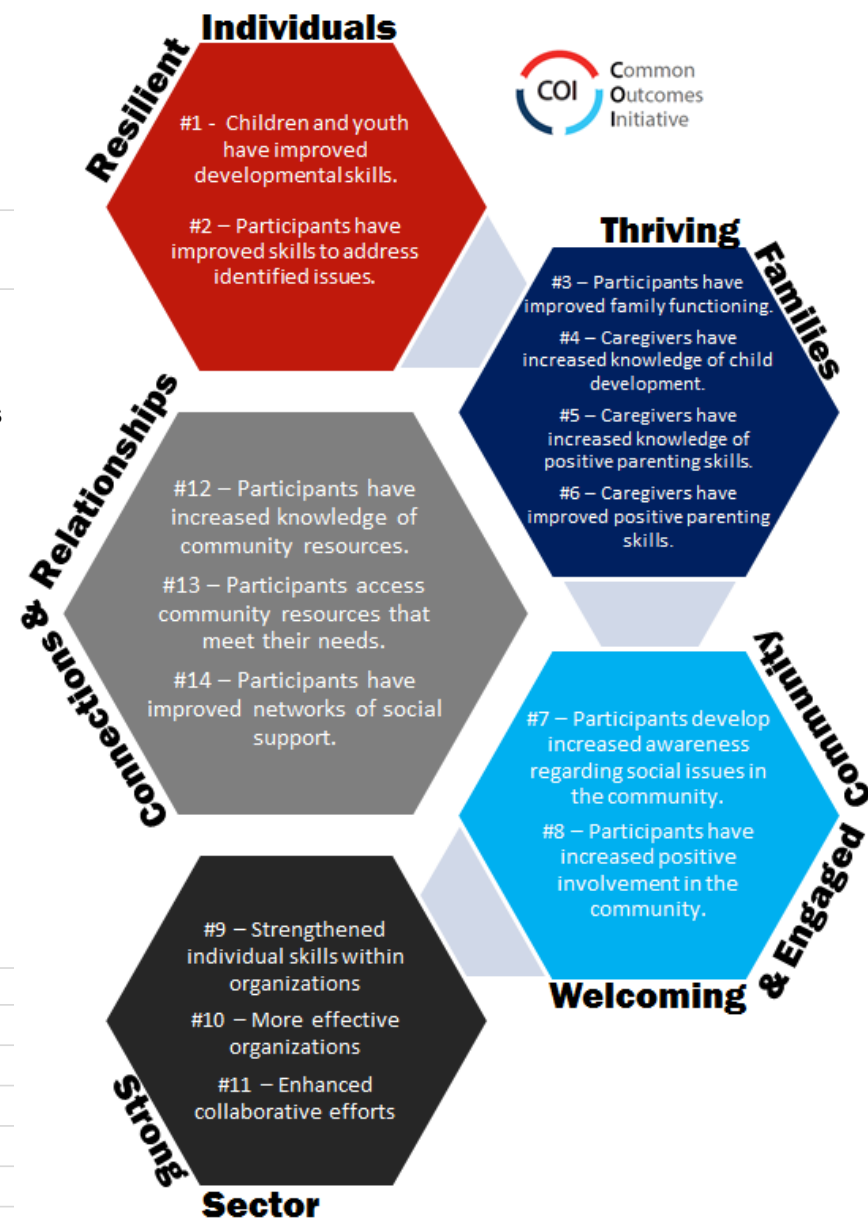
Resilient Individuals

#1 - Children and youth have improved developmental skills.

#2 – Participants have improved skills to address identified issues.

Thriving Families

#3 – Participants have improved family functioning.

#4 – Caregivers have increased knowledge of child development.

#5 – Caregivers have increased knowledge of positive parenting skills.

#6 – Caregivers have improved positive parenting skills.

Connections & Relationships

#12 – Participants have increased knowledge of community resources.

#13 – Participants access community resources that meet their needs.

#14 – Participants have improved networks of social support.

Welcoming & Engaged Community

#7 – Participants develop increased awareness regarding social issues in the community.

#8 – Participants have increased positive involvement in the community.

Strong Sector

#9 – Strengthened individual skills within organizations

#10 – More effective organizations

#11 – Enhanced collaborative efforts

Common Outcomes Initiative (COI)

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Theory of Change

Strong individuals, families, and communities create a vibrant and caring society where everyone is able to thrive and succeed.

Impact Area Definitions

Resilient Individuals	*Outcomes related specifically to building up the skills of individuals*	Resilient Individuals have the ability to bounce back from challenges and stress that they face. According to Michael Ungar, resilience is "the capacity of individuals to navigate their way to the psychological, social, cultural and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways (Ungar, 2008 and Ungar, 2011, http://resilienceresearch.org/about-the-rrc/resilience/14-what-is-resilience).
Thriving Families	*Outcomes related specifically to supporting the family in becoming stronger*	Thriving Families work together to overcome challenges, learn, and develop. Caregivers within the family have the capacity to support the physical, social, psychological, emotional and spiritual development of the children, youth, adult or senior. Creating stable environments that promote quality interactions support achieving the goals for the family group.
Welcoming and Engaged Communities	*Outcomes related specifically to community awareness and involvement*	Welcoming and Engaged Communities are open, diverse and inclusive. They ensure that all community members are active, connected and supported in achieving their goals. They can be geographic or interest based depending on the program focus area.
Strong Sector	*Outcomes related specifically to supporting the sector & staff to better serve participants*	Individuals, families and communities exist and function within society. Within Edmonton and area the not for profit sector is critical to creating an integrated and connected web of supports to reduce and eliminate people falling through the cracks. Ensuring that the individuals and organizations working within the sector have the knowledge, skills, and attitudes required to be successful and healthy is critical.
Strong Relationships and Connections	*Outcomes that often cross all program areas and programs where relationships are build and participants are connected to people, services and resources.*	Strong Relationships and Connections are the glue between individuals, families, communities and the not for profit sector. It is through relationships that we can achieve a strong and supportive community where all people can thrive and contribute. Individuals and families have access to a network of community and social supports that can address their needs.

#	Outcome	Indicator
Resilient Individuals		
1	Children and youth have improved developmental skills.	a) Participants demonstrate developmentally appropriate skills in one or more of the following areas: personal/social skills, communication skills, gross motor skills, fine motor skills, problem solving skills, coping skills, literacy, numeracy.
		b) Participants demonstrate/report behaviours or feelings that are consistent with some of following of the eight developmental assets: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity.
2	Participants have improved skills to address identified issues.	a) Participants demonstrate being able to positively cope with day-to-day stress.
		b) Participants demonstrate an increased capacity to solve day-to-day problems and challenges (problem-solving skills).
		c) Participants demonstrate skills in one or more of the following areas: money management/financial literacy (i.e. knowledge related to budgeting, asset building, financial literacy, government benefits and subsidies, savings, decreasing debt.); self-care; community involvement; socialization; self-advocacy; interpersonal/relationships; parenting; literacy; refusal skills.
		d) Participants demonstrate 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), healthy sense of identity.
		e) Participants report being involved in activities that support or assist with education (degrees, certificates, credentials or qualified for continuing education) or employment readiness (job relevant licences, resume writing support, interview skills, accessing proper equipment, skills training, gaining proper ID).
		f) Participants demonstrate that they have the capacity to navigate 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 an informed decision).
		g) Participants increased their wages or found employment.
Thriving Families		
3	Participants have improved family functioning.	a) Participants report a positive change in their family's routine (more structure & stability).
		b) Participants demonstrate increased positive interactions among family (e.g., listening to each other, accepting each other for who they are, praising each other, solving problems together, supporting other family members to feel good about themselves/each other).
		c) Participants report doing more activities together as a family.
4	Caregivers have increased knowledge of child development.	a) 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).
		b) Caregivers identify ways they can interact with their child(ren) in a way that matches their level of development (e.g., read to child(ren), engage in interactive play in home or community).
		c) Caregivers identify the developmental stages that can be expected of their child in relation to: communication, physical development, attention, focus.
5	Caregivers have increased knowledge of positive parenting skills.	a) Caregivers identify aspects of a nurturing environment for their child(ren) at home (e.g., defining home, 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).
		b) Caregivers identify strategies to apply in one or more of the following areas: providing a nurturing environment, helping their children develop age-appropriate skills, providing positive feedback to children, addressing children's behaviour challenges, setting boundaries, transmission of traditional knowledge or skills.
		c) Caregivers report understanding of positive cultural parenting practices.
6	Caregivers have improved positive	a) Caregivers use developmentally appropriate strategies learned during the program (e.g., healthy attachment behaviours, positive feedback, constructive criticism/behavioural alternatives, etc.).

6	parenting skills.	b) Caregivers report using positive parenting strategies 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).

Welcoming & Engaged Community

7	Participants develop increased awareness regarding social issues in the community.	a) Participants identify social issues that impact their quality of life or that of others in their community (e.g., poverty, family violence, bullying, broader personal safety, crime, addictions, mental health, sexual health, healthy relationships, homelessness, physical disabilities/chronic health conditions).
		b) Participants identify ways they could get involved in addressing social issues that impact their quality of life or that of others in their community (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).
		c) Participants understand the history of colonization and its impact on Indigenous people in Canada.
8	Participants have increased positive involvement in the community.	a) Participants report or demonstrate becoming more interested in 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).
		b) Participants report that they enjoy spending time in their community.
		c) Participants report that they feel a sense of belonging/citizenship in their community.
		d) Participants report being involved in cultural events/ceremony/teachings that are meaningful and significant to them.
		e) Participants report way(s) in which their volunteering has made a positive difference in the community (- e.g., safety, community connectedness, access to supports (food, transportation), beautification, etc)
		f) Volunteers 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).
		g) Volunteers demonstrate skills that could assist in or enhance their contribution to other paid or unpaid work.

Strong Sector

9	Strengthened individual skills within organizations.	a) Organization staff or volunteers report new knowledge to serve their participants.
		b) Organization staff or volunteers report new skills to address identified needs.
		c) Organization staff or volunteers report commitment to and/or confidence in implementing knowledge and/or skills.
		d) Organization staff or volunteers report relationships/connections have been enhanced.
10	More effective community organizations.	a) Organizations report training has strengthened organizational capacity (e.g., board and financial governance, succession planning, evaluation support).
		b) Organizations report resources (e.g., research, tools and templates) have strengthened organizational capacity (e.g., board and financial governance, succession planning, evaluation support).
		c) Organizations report making evidence informed decisions.
		d) Organizations report making improvements to their practice/policy.
11	Enhanced collaborative efforts.	a) Organizations report increased capacity to engage in collaborative efforts.
		b) Participants of the collaborative report that they are better able to meet community needs due to working together.
		c) 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.

Strong Connections & Relationships

12	Participants have increased knowledge of community resources.	a) Participants identify community resources that could address their information or service needs (e.g., could be for caregiving, relationships, mental health, physical health, basic needs, abuse, community connections, intergenerational trauma or other issues).
		b) Participants ask for information about or referral to one or more community resources that address their information or service needs.
		c) Participants report awareness 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).
13	Participants access community resources that meet their needs.	a) Participants access nutritious food (e.g, fruits, vegetables, multiple food groups).
		b) Participants access housing that is safe, adequate, affordable, 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 appropriate clothing.
		d) Participants access transportation.
		e) Participants access resources that promote safety (e.g., protection from physical emotional, or financial abuse; assistance with daily living tasks as needed).
		f) Participants access mental health resources (e.g., counselling).
		g) Participants access resources that promote social inclusion (e.g., group activities, outings, home visits).
		h) Participants access resources that promote financial stability (e.g., employment opportunities, career counselling, financial literacy training, accessing benefits and/or subsides).
		i) Participants report referrals provided were relevant to meet their needs.
14	Participants have improved networks of social support.	a) Participants report making positive social connections with peers in the program or in the broader community (through the program).
		b) Participants report having sources of personal, cultural, community, or professional support.
		c) Participants report that they feel safe (physically, emotionally, financially) with people in their lives.
		d) Participants report feeling heard/understood/respected by program staff, volunteers and/or participants.

Resilient Individuals
#1 - Children and youth have improved developmental skills

1	Children and youth have improved developmental skills.				
	Indicators	**Possible questions to measure this indicator:**	**Type of Question**	**When to Ask**	**Scale (if applicable)**
a	Participants demonstrate developmentally appropriate skills in one or more of the following areas: personal/social skills, communication skills, gross motor skills, fine motor skills, problem solving skills, coping skills, literacy, numeracy.	What, if any, changes have you observed in your child's abilities since they started [program]?	Survey or Interview	Post	
		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.)	Table in Survey	Pre & Post	Not at all, Somewhat well, Very well
		In your view, how well can your child do each of the following skills, compared to before s/he started [program]?	Table in Survey	Post	Not as well, About the same, Better
b	Participants demonstrate/report behaviours or feelings that are consistent with some of following of the eight developmental assets: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity	What can you do to be the best person you can be?	Survey or Interview	Post or During	
		Ask participants to draw or take pictures (using disposable camera or cell phone) that show them being the best person they can be.	Observation/Creative	Post or During	
		What things in your school [or neighborhood] help you be the best person you can be?	Survey or Interview	Post or During	
		Ask participants to draw or take pictures (using disposable camera or cell phone) that show the things in their school [or neighborhood] that help them be the best person they can be.	Observation/Creative	Post or During	
		List skills from the developmental assets and ask participants: 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)	Table in Survey	Pre & Post	Strongly disagree to strongly agree
		List skills from the developmental assets and ask participants: How much are the things in each of the following sentences happening for you now, compared to when you started [program]? (Please check the column that best says how you feel about each sentence)	Table in Survey	Post	Less often, About the same, More often
		Please tell us 3 things you're good at: (*Follow up: What helps you to be good at those things?*)	Survey or Interview	Post or During	
		Have you learned anything new from [program/outreach]? (*Follow up: Tell us what you learned*)	Survey or Interview	Post or During	
		What changes, if any, have you observed in the members of [youth group/program]?	Staff Observation	Post	
		What, if any, changes have you observed in your child's behaviours since they started [program]?	Survey or Interview	Post or During	
		List skills from the developmental assets and ask caregiver: 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. List skills from the developmental assets and ask participants	Table in Survey	Pre & Post	Not at all well, Somewhat well, Very well, Have not seen/heard
		List skills from the developmental assets and ask caregiver: In your view, how well does your child do each of the following behaviours, compared to before they started [program]? (Please check the column that best describes how well your child can do each behaviour.)	Table in Survey	Post	Not as well, About the same, Better, Have not seen/heard

Some examples of Developmental Assets	
I feel safe at home (Empowerment)	I do my best to help others when they are in need. (Positive values)
I feel safe at school (Empowerment)	I don't do drugs or alcohol. (Social competencies)
I follow the school rules. (Boundaries & expectations)	Getting into less trouble in class/school (Social competencies)
Adults in my life care about me. (Support)	Talking with teachers (Social competencies)
I follow my parents' or caregivers' rules. (Boundaries & expectations)	Talking with parents (Social competencies)
I belong to a team or club. (Constructive use of time)	Getting along with other kids (Social competencies)
I feel good about the kind of person I am. (Positive identity)	Dealing with frustration (Social competencies)
I do my homework. (Commitment to learning)	Asking for help with school work (Commitment to learning)

Resilient Individuals
#2 - Participants have improved skills to address identified issues.

2 Participants have improved skills to address identified issues.

	Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a	Participants demonstrate being able to positively cope with day-to-day stress	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. Would you say your ability is...?	Survey	Pre & Post	Excellent, Very Good, Good, Fair, Poor
		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.	Survey	Post	Better, About the same, Worse
		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? (Follow up: - *How is that similar to, or different from, when you started [program]?*)	Survey or Interview	Post (must ask follow up)	
b	Participants demonstrate an increased capacity to solve day-to-day problems and challenges (problem-solving skills)	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? Would you say your ability is...?	Survey or Interview	Pre & Post	Excellent, Very Good, Good, Fair, Poor
		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? Would you say your ability is...?	Survey	Post	Better, About the same, Worse
		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? (*Follow Up: How is that similar to, or different from, when you started [program]?*)	Survey or Interview	Post (must ask follow up)	
		I feel that I can participate and solve problems in traditional or other supportive ways such as through sharing circles or traditional approaches to conflict resolution or mediation.	Survey or Interview	Pre & Post	Never, Seldom, Often, Always
		I understand and can rely on cultural teachings and practices to make choices if I am faced with a problem or feel troubled.	Survey or Interview	Pre & Post	Never, Seldom, Often, Always
c	Participants demonstrate skills in one or more of the following areas: money management/financial literacy (i.e. knowledge related to budgeting, asset building, financial literacy, government benefits and subsidies, savings, decreasing debt.); self-care; community involvement; socialization; self-advocacy; interpersonal/relationships; parenting; literacy; refusal skills.	Create a table with the relevant skills (related to this indicator) that your program is trying to achieve then ask participants to rate their skill level before the program, and then after the program. You can do this as a pre & post or you can do this as post only and ask participants to reflect back on before they started the program.	Survey or Interview Staff Observation	Pre & Post or Post Only	Basic, Intermediate, Advanced Column for comments & N/A
		Overall, how much progress has the participant made toward their goal(s) for improving skills, since they started [program]?	Staff Observation Interview	Post	No progress yet, Some progress, A lot of progress
		On which goal(s) has the participant made the most progress, since starting [program]? (*Follow up: On which goals does they need to do a lot more work?*)	Survey	Post	
		I understand the importance of personal health (e.g. medicine picking, personal hygiene, Indigenous games)	Survey	Pre & Post	Never, Seldom, Often, Always
d	Participants demonstrate 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), healthy sense of identity.	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? (*Follow up: How is that similar to, or different from, when you started [program]?*)	Survey or Interview	Post (must ask follow up)	
		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).	Interview Story telling	Post	
		I am encouraged to recognize and use my personal gifts and strengths as part of my healing journey.	Survey or Interview	Pre & Post	Never, Seldom, Often, Always
		I understand how my personal and spiritual gifts, my culture, and my strengths contribute to my personal healing.	Survey or Interview	Pre & Post	Never, Seldom, Often, Always
e	e) Participants report being involved in activities that support or assist with education (degrees, certificates, credentials or qualified for continuing education) or employment readiness (job relevant licences, resume writing support, interview skills, accessing proper equipment, skills training, gaining proper ID).	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.) (*Follow up: If yes, please list (or tell me about) these community groups and/or activities?*)	Survey or Interview	Pre & Post or Post Only	
		Have you learned any skills (e.g. resume writing support, interview skills, accessing proper equipment, skills training, gaining proper ID) that could (or have) assisted you in obtaining employment? (*Follow up: If yes, which skills did you learn?*)	Survey or Interview	Pre & Post or Post Only	

f	Participants demonstrate that they have the capacity to navigate 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 an informed decision).	I have the information I need to make the decisions that are most important in my life.	Survey or Interview	Pre & Post	Strongly disagree to strongly agree
		I find it easy to decide which options are best for my life.	Survey or Interview	Pre & Post	Strongly disagree to strongly agree
		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?	Survey or Interview	Post	Less information, About the same amount of information, More information
		Compared to when you started [program], how easy is it for decide which options are best for my life?	Survey or Interview	Post	Less easy, About the same, More easy
		When making decisions about your life, what strategies do you use to come to the right decision for you?	Survey or Interview	Pre & Post	

Examples of relevant skills				
Managing money (consider how well person does tasks such as household budgeting, banking, etc)	Being literate (consider how well person reads, writes, can follow instructions)			
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.	Engaging in positive parenting actions (consider how well person gives positive feedback to child[ren], communicates or models positive alternatives to their child[ren]			
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.)	Refusing to participate in risky or unhealthy behaviours (consider how well person communicates, to peers, that they do not want to take part in behaviours such as crime, gang involvement, substance use, 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 alternatives to risky or unhealthy behaviours (consider how well person participates in recreational activities, volunteering,etc)			
Engaging in positive Interpersonal relationship behaviours (consider how well person communicates with others, stands up for self, sets boundaries, resolves conflicts, etc.)	Taking leadership roles (consider how well the person does community - focused tasks like planning actions, organizing actions, encouraging others in their family or community to participate in action)			
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 they needs to have in place to go to work], developing business skills (if relevant), taking continuing education as needed, etc.				

Thriving Families
#3 - Participants have improved family functioning.

3 Participants have improved family functioning.

Indicators		Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a	Participants report a positive change in their family's routine (more structure & stability)	*Create a table with various routine improvements your program is trying to impact then ask the participant:* Since attending the program, how much improvement have you noticed in your family in each of the following areas: (Please check the column that best reflects your experience.)	Survey or Interview	Post	None, Some, Major, No improvement needed, N/A
		What do you think has contributed to (these) changes your routines/structure for your child? (Please share specific examples) (*Could be asked as a follow up to the above question*)	Survey or Interview	Post	
b	Participants demonstrate increased positive interactions among family (e.g., listening to each other, accepting each other for who they are, praising each other, solving problems together, supporting other family members to feel good about themselves/each other)	*Create a table with various types of positive interactions your program is trying to impact, then ask the participant (caregiver):* How often does your child experience each of the following positive interactions? (Please check the column that best reflects your observation.)	Survey or Interview	Pre & Post	Never, About once a week, A few times a week, One or two times a day, Many times each day
		Create a table with various types of positive interactions your program is trying to impact, then ask the participant (caregiver): Compared to when you started [program], how often does your child experience each of the following positive interactions? (Please check the column that best reflects what your observation.)	Survey or Interview	Post	Less often, About the same, More often
		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.) (*Follow up: What do you think contributed to these changes?*)	Survey or Interview	Post or During	
c	Participants report doing more activities together as a family.	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].	Survey or Interview	Post	
		(supplementary question) 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?	Survey or Interview	Pre & Post or Post Only	
		(supplementary question) What are the best parts of doing things together as a family? What makes those things the best?	Survey or Interview	Pre & Post or Post Only	

Examples of routine changes	Examples of positive interactions
Morning routine	See family members do kind things for each other
Bedtime routine	See adults laughing together
Meal time	See young adults (teenagers) solving a problem without fighting
Dress time	Hear adults speaking kindly to each other in the house
Separation anxiety	Get told they are doing great work
Sibling rivalry	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
	Provide other (specify) option

Thriving Families
#4 - Caregivers have increased knowledge of child development.

4 Caregivers have increased knowledge of child development.

Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a 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)	Thinking about activities that you could do with your child, how many activites do you know that are appropriate for your child's age?	Survey or Interview	Pre & Post	Very few activities, Some activities, Several activities, Many activities
	Compared to when you started [program], would you say you know, more, about the same, or fewer activities that are appropriate for your child's age (that you can do with your child)?	Survey or Interview	Post	More activities, About the same amount of activities, Fewer activities
	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)	Survey or Interview	Post	
b Caregivers identify ways they can interact with their child(ren) in a way that matches their level of development (e.g., read to child (ren), engage in interactive play in home or community)	*Create a table with various types of interactions your program is trying to impact (i.e. types of books, expectations during play, games, places to play), then ask the participant (caregiver):* How much do you agree or disagree with each of the following statements? (Please check the column that best reflects what you think.)	Table in Survey	Pre & Post	Strongly disagree to Strongly agree
	Create a table with various types of interactions your program is trying to impact (i.e. types of books, expectations during play, games, places to play), then ask the participant (caregiver): 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.)	Table in Survey	Post	Less, About the same, More
	How do you decide what to play, read or do with your child?	Survey or Interview	Post or During	
	Ask caregivers 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.	Observation/Creative Interview Focus Group	Post or During	
c Caregivers identify the developmental stages that can be expected of their child in relation to: communication, physical development, attention, focus	*Create a table with the different stages (i.e. speech/language, overall physical, fine motor, gross motor, social skills, emotional), then ask the participant:* 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.)	Survey or Interview	Pre & Post	None, Very little, Some, Quite a bit, A lot
	Create a table with the different stages (i.e. speech/language, overall physical, fine motor, gross motor, social skills, emotional), then ask the participant: 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.)	Survey or Interview	Post	Less, About the same, More
	In your view, what are some of the things that are unique to your child's age, in terms of development?	Survey or Interview	Pre & Post	
	Create a table with statements related to the child's development that your program is trying to impact, then ask the participant: 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".)	Survey or Interview	Pre & Post	Strongly disagree to strongly agree, Not covered
	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?	Survey or Interview	Post	
	I understand the importance of stages of child development such as Turtle Lodge Teachings and Ages and Stages.	Survey or Interview	Pre & Post	Minimal understanding, Limited understanding, Moderate understanding, Extensive understanding

Thriving Families
#5 - Caregivers have increased knowledge of positive parenting skills.

5 Caregivers have increased knowledge of positive parenting skills.

Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a Caregivers identify aspects of a nurturing environment for their child(ren) at home (e.g., defining home, 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)	*Create a chart with different activities of a nurturing environment and then ask participant:* 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.)	Survey or Interview	Pre & Post	Not at all important, Not very important, Somewhat important, Quite important, Very important
	Create a chart with different activities of a nurturing environment and then ask participant: 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.)	Survey or Interview	Post	Less important, Same importance, More important
	What, if anything, did you learn at [program] about how to make your home the best it can be for your child? (Please describe)	Survey or Interview	Post	
	I understand the importance of my/my child(rens) physical environment (e.g. what home means from an Indigenous worldview, tipi teachings, the physical state of home, housing).	Survey or Interview	Pre & Post	Minimal understanding, Limited understanding, Moderate understanding, Extensive understanding
b Caregivers identify strategies to apply in one or more of the following areas: providing a nurturing environment, helping their children develop age-appropriate skills, providing positive feedback to children, addressing children's behaviour challenges, setting boundaries, transmission of traditional knowledge or skills.	What are the most important parenting strategies you have learned in the program that you could apply with your own child?	Survey or Interview	Post	
	Create a chart with the different parenting strategies your program is trying to impact, then ask the participant: 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"	Survey or Interview	Pre & Post	Strongly disagree to Strongly agree, Not covered
	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?	Survey or Interview	Post	
c Caregivers report understanding of positive cultural parenting practices.	I understand the use of cultural parenting practices (e.g. the moss bag, naming ceremony, willow teachings, the swing, and nurturing)	Survey or Interview	Pre & Post	No understanding, Limited understanding, Moderate understanding, Extensive understanding
	I understand what community-based childrearing means and why it is important. For example, I understand the family's responsibility to nurture the gifts children bring with them	Survey or Interview	Pre & Post	No understanding, Limited understanding, Moderate understanding, Extensive understanding
	I understand the history and impact of colonization and assimilation on my family and community.	Survey or Interview	Pre & Post	No understanding, Limited understanding, Moderate understanding, Extensive understanding
	I use some of the following practices to address family and parenting concerns: sharing circles, teachings, counselling through Elders, or presenting offerings to an Elder in ceremony.	Survey or Interview	Pre & Post	No understanding, Limited understanding, Moderate understanding, Extensive understanding

Examples of activities for a nurturing environment	Examples of strategy statements
Reading books together	I am aware of how children change as they learn and grow.
Playing with developmentally appropriate toys	I do things with my child to help them learn.
Playing with other kids	I know how to discipline my child without hitting or spanking.
Parent-child play time	I know how to set clear limits for my child
Talking about things that are new to child	I can get my child to cooperate without yelling.
Eating meals together	I make time to play with my child
Other (specify) option	I make time to talk with my child.
	I know how to keep my child healthy.
	I know how to keep my child safe.
	I know why it is important to read to my child 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 their development.
	I know how to find high-quality information about child development
	I can teach my children from a cultural perspective while parenting.

Thriving Families
#6 - Caregivers have improved positive parenting skills.

6 Caregivers have improved positive parenting skills.

	Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a	Caregivers use developmentally appropriate strategies learned during the program (e.g., healthy attachment behaviours, positive feedback, constructive criticism/behavioural alternatives, etc.)	*Create a table of strategies/behaviours the program is hoping to see between caregiver and child. Have staff think back over their observations of this caregiver with their child over the past couple of weeks. Then ask staff:* For each of the following statements, check how frequently you have seen each of the following types of interactions between this caregiver and her/his child.	Staff Observation	Pre & Post	Never, About once a week or less, A few times a week, One or two times a day, Many times each day, No opportunity to observe
		Create a table of strategies/behaviours the program is hoping to see between caregiver and child then ask the caregiver(s): 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.	Survey or Interview	Pre & Post	Never, About once a week or less, A few times a week, One or two times a day, Many times each day, No opportunity to observe
		Create a table of strategies/behaviours the program is hoping to see between caregiver and child then ask the caregivers(s): 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].	Survey or Interview	Post	Less often, About the same, More often
b	Caregivers report using positive parenting strategies 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)	What are the most important parenting strategies you have learned in the program that you could apply with your own child?	Survey or Interview	Post	
		Create a chart with the different parenting strategies your program is trying to impact, then ask the participant: 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"	Survey or Interview	Pre & Post	Strongly disagree to Strongly agree, Not covered
		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)	Survey or Interview	Post	

Examples of strategy/behaviours to ask caregivers (or change wording to "child/caregiver" for observe)

How often did you and your child laugh together?

How often did you praise you child, by saying something like —Good for you!‖ or —What a nice thing you did!‖ or —Great job!‖

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?

How often did you and your child hug or cuddle?

How often did you do something special with your child— something that they enjoys?

How often did you play games with your child?

How often did you go for a walk with your child?

How often did you ignore your child when they were fussy or upset?

How often did you play make-believe with your child?

How often did you smile at your child?

How often did you tell your child that you love them?

How often did you spend 10 or more minutes of quiet time with your child?

How often did you read with your child?

How often did you hold your child when they were scared or upset?

How often did you and your child argue?

How often did you praise your child for learning new things?

Welcoming & Engaged Community
#7 - Participants develop increased awareness regarding social issues in the community.

7 Participants develop increased awareness regarding social issues in the community.

Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a Participants identify social issues that impact their quality of life or that of others in their community (e.g., poverty, family violence, bullying, broader personal safety, crime, addictions, mental health, sexual health, healthy relationships, homelessness, physical disabilities/chronic health conditions)	*Create a list of factors that your program is trying to help participants to understand and ask them:* Which of the following factors do you think affect the quality of life in your community? (Please check all that apply)	Survey or Interview	Pre & Post	
	Create a list of factors that your program is trying to help participants to understand and ask them: Which of the following factors do you think affect the quality of life in your community – that you had not thought about before you started [program]? (Please check all that apply)	Survey or Interview	Post	
	In your view, what are the main factors that enhance the quality of life in your community/neighbourhood?	Survey or Interview	Pre & Post	
	In your view, what are the main factors that detract from quality of life in your community/neighbourhood?	Survey or Interview	Pre & Post	
b Participants identify ways they could get involved in addressing social issues that impact their quality of life or that of others in their community (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).	In what ways, if any, could you get involved in addressing social issues in your community?	Survey or Interview	Pre & Post	
	Create a list of ways to get involved in the community and ask participants: 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.)	Survey or Interview	Pre & Post	Strongly disagree to Strongly agree, Not applicable
c Participants understand the history of colonization and its impact on Indigenous people in Canada.	I understand the history of colonization in Canada (i.e. pre/post European contact; Residential schools; The 60s scoop; and local history).	Survey or Interview	Post	Minimal understanding, Limited understanding, Moderate understanding, Extensive understanding
	I understand the impacts of intergenerational trauma on survivors of Residential Schools, individuals, families, and communities and how it affects me.	Survey or Interview	Post	Minimal understanding, Limited understanding, Moderate understanding, Extensive understanding
	I understand the impacts of intergenerational trauma on survivors of Residential Schools, individuals, families, and communities and how it affects my community.	Survey or Interview	Post	Minimal understanding, Limited understanding, Moderate understanding, Extensive understanding

Examples of factors effecting quality of life	Examples of strategies for community involvement
Addictions	Volunteering for or organizing events/activities
Bullying	Advocacy (for example, human rights of participants or community members more broadly)
Broader personal safety	Policy changes to support or protect people (participants, people in the broader community)
Crime	Specific types of programs/services to fill gaps
Family violence	Other (please describe)
Healthy relationships	
Homelessness	
Mental health	
Physical disabilities/chronic health conditions	
Sexual health-related violence	
Other (please describe)	

Welcoming & Engaged Community
#8 - Participants have increased positive involvement in the community.

8 Participants have increased positive involvement in the community.

	Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a	Participants report or demonstrate becoming more interested in 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)	How often do you get involved in community events or activities?	Survey or Interview	Pre & Post	Not at all, At least once a year, At least 3 to 4 times a year, At least once a month, At least once a week.
		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.	Survey or Interview	Pre & Post	I did not do any volunteer work, Less than 1 hour a month, 1 to 4 hours a month, 5 to 15 hours a month, Over 15 hours a month
		Compared to when you started [program], how often do you get involved in community events or activities?	Survey or Interview	Post	Less often, About the same, More often
		Compared to when you started [program], about how often do volunteer in your community?	Survey or Interview	Post	Less often, About the same, More often
		Are you involved in any community events or activities? __ Yes __ No (IF YES): In what kinds of community events or activities, if any, are you most involved? *(Follow up: Tell me some ways that you are involved in [events/activities mentioned above]?)* *(Follow up: What benefits do you get out of being involved in [events/activities mentioned above]?)*	Survey or Interview	Pre & Post	
		Do you volunteer in your community? __ Yes __ No (IF YES): What kinds of volunteering do you do in your community? *(Follow up: Tell me what is involved in your volunteer role with _____?)* *(Follow up: What benefits do you get out of volunteering with _____?)*	Survey or Interview	Pre & Post	
		Participants could bring photos or maps to display prior to the group discussion, and refer to these visuals during discussion around how they get involved.	Observation/Creative	Post	
b	Participants report that they enjoy spending time in their community	*Create a list of important indicators of community connection, then ask the participant:* How well do each of the following statements reflect how you feel about this community? (Please check the column that best reflects how you feel.)	Survey or Interview	Pre & Post	Not at all, Somewhat, Mostly, Completely
		When you think about spending time in your community, what comes most immediately to mind?	Survey or Interview	Pre & Post	
		How would you describe your sense of belonging to your local community? Would you say it is...?	Survey or Interview	Pre & Post	Very strong, Somewhat strong, Somewhat weak, Very weak
		Compared to when you started [program], would you say your sense of belonging to your local community is:	Survey or Interview	Post	Stronger, About the same, Weaker
		Create a list of important indicators for community connectedness and ask the participant: How well do each of the following statements reflect how you feel about this community? (Please check the column that best reflects how you feel.)	Survey or Interview	Post	Not at all, Somewhat, Mostly, Completely
		When you think about your connection to your community, what comes most immediately to mind?	Survey or Interview	Pre & Post	
c	Participants report that they feel a sense of belonging/citizenship in their community	How would you describe your sense of belonging to your local community? Would you say it is...?	Survey or Interview	Pre & Post	Very strong, Somewhat strong, Somewhat weak, Very weak
		Compared to when you started [program], would you say your sense of belonging to your local community is:	Survey or Interview	Post	Stronger, About the same, Weaker
		Create a list of important indicators for community connectedness and ask the participant: How well do each of the following statements reflect how you feel about this community? (Please check the column that best reflects how you feel.)	Survey or Interview	Pre & Post	Not at all, Somewhat, Mostly, Completely
		When you think about your connection to your community, what comes most immediately to mind?	Survey or Interview	Pre & Post	

		I have attended or am involved in traditional cultural social events and ceremonies.	Survey or Interview	Pre & Post	Never, Seldom, Often, Always
d	Participants report being involved in cultural events/ceremony/teachings that are meaningful and significant to them.	I have been involved in traditional Indigenous/multicultural teachings and ceremony led by a traditional Indigenous mentor or role model.	Survey or Interview	Pre & Post	Never, Seldom, Often, Always
		I understand the importance of Indigenous ceremony and teachings for healing. Examples include smudging, pipe ceremonies, sweat lodge, sun dance, storytelling, and teachings from spiritual stories.	Survey or Interview	Pre & Post	Never, Seldom, Often, Always
		I have opportunities to participate in healing practices.	Survey or Interview	Pre & Post	Never, Seldom, Often, Always
		I understand my traditional Indigenous/multicultural teachings (e.g. morals & values, caring for sacred items; sacred self-care; sacred teachings; relational accountability and creation stories).	Survey or Interview	Pre & Post	Minimal understanding, Limited understanding, Moderate understanding, Extensive understanding
		I have opportunities to learn about or participate in traditional Indigenous/multicultural healing practices if I so choose.	Survey or Interview	Post	Never. Seldom, Often, Always
e	Participants report way(s) in which their volunteering has made a positive difference in the community (- e.g., safety, community connectedness, access to supports (food, transportation), beautification, etc)	In your view, what difference, if any, does your volunteer service make to others? (Please check all that apply): a) the neighbourhood is safer, b) people know each other's names, c) people can get to their appointments, d) People get the supplies they need , such as groceries or medicines, e) The neighbourhood looks better, f) Other (please describe)	Survey or Interview	Post	
		In your view, what difference, if any, does your volunteer service make to others?	Survey or Interview		
		Create a list of reasons why someone might volunteer, and ask the participant: Please rate the importance, to you, of each of the following reason(s) that you volunteer at [program]? (*Follow up: Are there any other reasons why you (or someone) would/should volunteer?*)	Survey or Interview	Pre & Post	Not at all important, Not very important, Somewhat important, Quite important, Very important
f	Volunteers 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)	*Create a table with various criteria or goals you hope volunteers learn and ask participants:* 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.)	Survey or Interview	Post	Nothing, Very little, Some, Quite a bit, A lot, N/A (or not addressed by volunteer experience)
		What, if anything, did you learn about your community through your volunteer experience?	Survey or Interview	Post	
		What, if anything, did you learn about [program] or [agency] through your volunteer experience?	Survey or Interview	Post	
g	Volunteers demonstrate skills that could assist in or enhance their contribution to other paid or unpaid work.	*Create a table with the types of skills volunteers could learn.* 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? (Please check the column that best reflects your experience.)	Survey or Interview	Post	
		Create a table with the types of skills volunteers could learn. 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)	Staff Observation	Post	
		Since you started volunteering at [program] in what areas, if any, would you say that your skills have improved the most?	Survey or Interview	Post	
		How do you see your volunteer work as preparing you for other work you wish to do (paid employment or unpaid work)?	Survey or Interview	Post	

Examples of factors effecting quality of life	Examples of community connection statements	Examples of reasons for volunteering	Examples of strategies for community involvement
Addictions	It is very important to me to be part of this community	I want to help people	Volunteering for or organizing events/activities
Bullying	I am with other community members a lot and enjoy being with them	I like to learn new things	Advocacy (for example, human rights of participants or community members more broadly)
Broader personal safety	I expect to be a part of this community for a long time	I believe it's important to 'give back'	Policy changes to support or protect people (participants, people in the broader community)
Crime	Members of this community have shared important events together, such as holidays, celebrations or disasters	It's a way to meet new people	Specific types of programs/services to fill gaps
Family violence	I feel hopeful about the future of this community	It helps me learn more about what people need in my community	Other (please describe)
Healthy relationships	Members of this community care about each other	It reduces my fees (or it makes the program more affordable)	
Homelessness	I can trust people in this community	Other (please describe)	
Mental health	I can recognize most of the members of this community		
Physical disabilities/chronic health conditions	Most community members know me		
Sexual health-related violence	I put a lot of time and effort into being part of this community		
Other (please describe)	Being a member of this community is part of my identity		

Strong Sector
#9 - Strengthened individual skills within organizations.

9 Strengthened individual skills within organizations.

	Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a	Organization staff or volunteers report new knowledge to serve their participants.	To what degree do you feel you have improved your knowledge in the following area(s) as a result of your work with us? a) …. b) …. c) ….	Survey or Interview	Post	No Improvement, Minimal Improvement, Moderate Improvement, Large Improvement, Not Sure
		How much knowledge do you feel you have in the follow area(s)? a) …. b) …. c) ….	Survey or Interview	Pre & Post	No knowledge, Some knowledge, A lot of knowledge
b	Organization staff or volunteers report new skills to address identified needs.	To what degree do you feel you have improved your skill(s) in the following area(s) as a result of your work with us? a) …. b) …. c) ….	Survey or Interview	Post	Not at all, Somewhat, Mostly, Completely
		How much skill do you feel you have in the follow area(s)? a) …. b) …. c) ….	Survey or Interview	Pre & Post	No skills, Some skills, A lot of skills
c	Organization staff or volunteers report commitment to and/or confidence in implementing knowledge and/or skills.	How likely are you to share new knowledge you learned from [activity] with your organization and/or your personal life? [capturing intention]	Survey or Interview	Post	Not likely, Somewhat Likely, Very Likely
		How confident are you, that you are able to share new knowledge you learned from [activity] with your organization and/or your personal life? [capturing confidence]	Survey or Interview	Post	Not confident, Somewhat confident, Very confident
		How likely are you to implement new skills you learned from [activity] in your organization and/or personal life? (*Follow up: What skill are you most excited to implement? How will you implement the new skill(s)?*)	Survey or Interview	Post	Not likely, Somewhat Likely, Very Likely
		Have you shared the new knowledge you learned from [activity] with your organization and/or your personal life? Please provide examples of how you have shared the new knowledge.	Survey or Interview	Follow Up	Yes, No, Somewhat
		Have you implemented the new skills you learned from [activity] in your organization and /or personal life? Provide an example of how you have employed the new skills.	Survey or Interview	Follow Up	Yes, No, Somewhat
d	Organization staff or volunteers report relationships/connections have been enhanced.	Did you connect with one or more new people at this [activity]?	Survey or Interview	Post	Yes, I connected with one new person, Yes, I connected with multiple new people, No, but I reconnected with current colleagues , No, I did not connect with anyone new
		As a result of attending this [activity], do you have plans to connect or reconnect with someone to explore opportunities to partner or collaborate?	Survey or Interview	Post	Yes, No, Not Applicable
		Did you end up connecting with one or more of your new connections following the [activity]? If yes, what was the result of that connection? (i.e. formal partnerships, informal partnerships, collaborations, referrals…)	Survey or Interview	Follow Up	Yes, No, Not yet but plan to, Never intended to

Strong Sector
#10 - More effective community organizations.

10	More effective community organizations.				
	Indicators	*Possible questions to measure this indicator:*	*Type of Question*	*When to Ask*	*Scale (if applicable)*
a	Organizations report training has strengthened organizational capacity (e.g., board and financial governance, succession planning, evaluation support).	How has working with [agency] impacted: a) Program Planning & Implementation... b) Organizational policy... c) Organizational management… d) Evaluation… e) Governance… f) Leadership…	Survey or Interview	Post	No Improvement, Minimal Improvement, Moderate, Improvement, Large Improvement, Not Sure
		Provide an example of how your organizational capacity has been strengthened.	Survey or Interview	Post	
b	Organizations report resources (e.g., research, tools and templates) have strengthened organizational capacity (e.g., board and financial governance, succession planning, evaluation support).	Have the resources (research, tools, templates, etc.) provided by [agency], improved your organizations capacity in: a) Program Planning & Implementation... b) Organizational policy... c) Organizational management… d) Evaluation… e) Governance… f) Leadership…	Survey or Interview	Post	No Improvement, Minimal Improvement, Moderate, Improvement, Large Improvement, Not Sure
		If yes, how so? If no, what other resources would be beneficial to your organization?	Survey or Interview	Post	
c	Organizations report making evidence informed decisions.	Resources provided by [agency] has improved decision making in the following areas: a) Program Planning & Implementation... b) Organizational policy... c) Organizational management… d) Evaluation… e) Governance… f) Leadership…	Survey or Interview	Post	Strongly Disagree to Strongly Agree
		Provide an example of how data/research/evaluation results have been used in decision making. Did you face any challenges in implementing evidence informed decisions? How did you overcome those challenges?	Survey or Interview	Post	Not confident, Somewhat confident, Very confident
d	Organizations report making improvements to their practice / policy.	My organization has made improvements to organizational practice or policy in one (or more) of the following areas: a) Program Planning & Implementation... b) Organizational policy... c) Organizational management… d) Evaluation… e) Governance… f) Leadership…	Survey or Interview	Post	Strongly Disagree to Strongly Agree
		Provide an example of how working with [agency] has informed your organization's practice / policy.	Survey or Interview	Post	

Strong Sector
#11 - Enhanced collaborative efforts.

11 Enhanced collaborative efforts.

	Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a	Organizations report increased capacity to engage in collaborative efforts.	As a result of working with [agency/collaborative] my organization is better prepared to: a) Orient new staff to the work of the collaborative b) Share leadership of the collaborative c) Understand common agenda d) Commit to a common agenda e) Commit to sharing or leveraging resources f) Recognize what you bring to the table g) Be an active participant h) Build trusting relationships i) Share risks and benefits	Survey or Interview	Post	Strongly Disagree to Strongly Agree
b	Participants of the collaborative report that they are better able to meet community needs due to working together.	How much do you agree with the following statements: As a result of working together, the collaboration/partnership: a) Is more effective than each partner could be operating on its own b) Has made more of a positive impact on social issues in our community	Survey or Interview	Post	Strongly Disagree to Strongly Agree
		Provide an example or story about what the collaborative has been able to achieve together that you would not have been able to apart?	Survey or Interview	Post	
c	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	In what ways, if any, have the strengths or assets of this community grown since we began working together on this _____ project?	Survey or Interview	Post	
		Community Capacity Building Tool (CCBT)1 from Public Health Agency of Canada– domains shown in the indicator are all taken from that tool	Survey or Interview	Post	Just started, On the road, Nearly there,

1 Community Capacity Building Tool

Strong Connections & Relationships
#12 - Participants have increased knowledge of community resources.

12	Participants have increased knowledge of community resources.			
	Indicators	**Possible questions to measure this indicator:**	**Type of Question**	**When to Ask**	**Scale (if applicable)**

	Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a	Participants identify community resources that could address their information or service needs (e.g., could be for caregiving, relationships, mental health, physical health, basic needs, abuse, community connections, intergenerational trauma or other issues)	*Create a table of various community program/services/resources that you may use or share during your program, then as the participant:* 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)	Survey or Interview	Post	Strongly Disagree to Strongly Agree
		Please tell us the specific resources, if any, that you learned about through [the program], that you did not know about before you started [program]? (Prompt: People? Places? Community resources?) (*Follow up: More specifically, how do you think the resources you just listed (mentioned) will help you?*)	Survey or Interview	Post	
		I have an understanding about the resources and supports available to me to process any impact of intergenerational trauma on myself, my family or my community.	Survey or Interview	Post	Minimal understanding, Limited understanding, Moderate understanding, Extensive understanding
b	Participants ask for information about or referral to one or more community resources that address their information or service needs	This program participant has requested information about at least one community resource. If yes, specify the type(s) of resource(s) about which information was requested	Administrative Data	Post	Yes, No, N/A
		This program participant has requested at least one referral to a community resource. If yes, specify type(s) of referral(s) requested	Administrative Data	Post	Yes, No, N/A
		Which kinds of programs/services/resources have you used in the [insert timeframe of interest]? Which ones were helpful to your needs? (*Follow up: Are there any additional programs/services/resources you wish to know more about?*)	Survey or Interview	Post	
		Create a table of various community program/services/resources that you may use or share during your program, then as the participant: Which kinds of programs/services/resources, if any, have you asked [program] staff about? Which ones, if any, have you asked [program staff] to refer you too?	Survey or Interview	Post	
c	Participants report awareness 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)	*Create a table of various community program/services/resources that you may use or share during your program, then as the participant:* Do you know where to turn to if you have concerns with....?	Survey or Interview	Post	Yes, No
		Create a table of various community program/services/resources that you may use or share during your program, then as the participant: Which of the following types of resources, if any, would you now turn to if you needed advice or support –that you did not know you could turn to before you started [program]? (Please check all that apply, that you did not know about before)	Survey or Interview	Post	
		Where do you turn when you need advice or support, compared to when you started [program]? (*Follow up: Reasons for turning to these sources of support? How did you learn about them? How were these sources helpful?*)	Survey or Interview	Post	

Examples of community program/services/resources		
Indigenous services	Functional assessments (development/skills/behviour)	Schools
Abuse (safety & prevention)	Health	Shopping assistance/advice
Citizenship & Immigration	Housing supports	Transportation
Community social connections (cofee groups, social gatherings, group outings)	Income supports	Other (please describe)
Disability supports	Legal or protective services	Option for "None of the Above"
Early children program/services	Libraries	
Emergency services	Mental health/emotional support	
Employment	Parenting programs or information	
Ethno-cultural services	Places of worship / spiritual support	
Financial counselling/money management	Recreation/leisure	
Food	Relationship support	

Strong Connections & Relationships
#13 - Participants access community resources that meet their needs.

13 Participants access community resources that meet their needs.

	Indicators		Possible questions to measure the indicator(s):	Type of Question	When to Ask	Scale (if applicable)
a	Participants access nutritious food (e.g, fruits, vegetables, multiple food groups)	For this outcome & indicators, you can create a table or chart that cross sections multiple different information or service needs and be able to report on multiple different indicators from one or more measures.	*Program staff document instances of participants requesting or using any of the categories of programs/services/resources listed in a chart*, that pertain to Indicators a through g – 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)	Staff Observation	Post or During	
			What kinds of programs/services/resources have you used in the [insert timeframe of interest]? (*Can create a chart or keep open ended*)	Survey or Interview	Post	
b	Participants access housing that is safe, adequate, affordable, permanent -- in either independent or supported living arrangements, as appropriate to their needs (e.g., their physical, mental or social health; economic situation)		*Create a chart with different types of programs/services/resources your program is providing and ask the participant:* Which of these programs/services/resources gave you the help you needed?	Survey or Interview	Post	
			Create a chart with different types of programs/services/resources your program is providing and ask the participant: 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.)	Survey or Interview	Post	
			Overall, how helpful were the programs/services/resources that you used?	Survey or Interview	Post	Not at all helpful, Not very helpful, Somewhat helpful, Quite helpful, Very helpful
			Which particular programs/services/resources were most helpful to you? (Please tell us up to three programs/services/resources that were most helpful, and the agencies that offered them). (*Follow up: How did these programs/services/resources help you?*) If none of these resources were helpful, please tell us why not?	Survey or Interview	Post	
c	Participants access appropriate clothing		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).	Observation/Creative	Post	
			What difference has the help you received made in your life?	Survey or Interview	Post	
d	Participants access transportation					
e	Participants access resources that promote safety (e.g., protection from physical emotional, or financial abuse; assistance with daily living tasks as needed)					
f	Participants access mental health resources (e.g., counselling)					

g	Participants access resources that promote social inclusion (e.g., group activities, outings, home visits)		
h	Participants access resources that promote financial stability (e.g., employment opportunities, career counselling, financial literacy training, accessing benefits and/or subsides).		
i	Participants report that referrals provided were relevant to meet their needs.		

Examples of community program/services/resources

Indigenous services
Abuse (safety & prevention)
Citizenship & Immigration
Community social connections (cofee groups, social gatherings, group outings)
Disability supports
Early children program/services
Emergency services
Employment
Ethno-cultural services
Financial counselling/money management
Food
Functional assessments (development/skills/behviour)
Health
Housing supports
Income supports
Legal or protective services
Libraries
Mental health/emotional support
Parenting programs or information
Places of worship / spiritual support
Recreation/leisure
Relationship support
Schools
Shopping assistance/advice
Transportation
Other (please describe)
Option for "None of the Above"

Strong Connections & Relationships
#14 - Participants have improved networks of social support.

Social connectedness comes in many forms and relationships and networks are key components of that connectedness. Through increased awareness of and access to programming, participants will strengthen their relationships (quality & quantity) with others in the community. Whether that be other program participants, professional supports, neighbours, family or peers, participants that have a network to rely on are more likely to be supported and resilient.

14 Participants have improved networks of social support.

	Indicators	Possible questions to measure this indicator:	Type of Question	When to Ask	Scale (if applicable)
a	Participants report making positive social connections with peers in the program or in the broader community (through the program)	(For Kids) How many new kids your age have you met in [program], (*Follow up: How many of these new friends do you see on your own time, outside of [program]?*)	Survey or Interview	Post or During	1, 2, More than 3
		(For Youth) How many new young people have you met in [program/youth centre], that you really like? (*Follow up: How many of these new friends do you see on your own time, outside of [program]?*)	Survey or Interview	Post	None, 1, 2, More than 3
		(For Adults) 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.)	Survey or Interview	Post	
		(For Adults) 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.)	Survey or Interview	Post	
		Since you started [program], how (if at all) has your network of friends changed?	Survey or Interview	Post	
		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	Observation/Creative	Post or During	
b	Participants report having sources of personal, cultural, community, or professional support.	About how many close friends and close relatives do you have, that is, people you can talk to about what is on your mind?	Survey or Interview	Pre and Post	
		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]?	Survey or Interview	Post	Fewer close friends/relatives, About the same number of close friends/relatives, More close friends/relatives
		When there is something on your mind, how comfortable are you talking about it with someone who cares about you?	Survey or Interview	Pre and Post	Not at all comfortable, Not very comfortable, Somewhat comfortable, Quite comfortable, Very comfortable
		How comfortable are you talking about something on your mind, with someone who cares about you, compared to when you started [program]?	Survey or Interview	Post	Less comfortable, No change, More comfortable
		How comfortable are you with asking for advice from someone who cares about you?	Survey or Interview	Pre and Post	Not at all comfortable, Not very comfortable, Somewhat comfortable, Quite comfortable, Very comfortable
		How comfortable are you asking for advice from someone who cares about you, compared to when you started [program]?	Survey or Interview	Post	Less comfortable, No change, More comfortable
		What kinds of support do you have now, compared to when you started [program]? (Prompts: 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?)	Interview	Post	
		How much do you agree or disagree with the following statement: I know at least one person I can turn to when I need help (such as someone to listen, give advice). (*Follow up: Provide an example(s) of who can you turn to for help?*)	Survey or Interview	Pre and Post	Strongly disagree to strongly agree
		How much do you agree or disagree with the following statement: 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). (*Follow up: Provide an example of where you can turn for help?*)	Survey or Interview	Pre and Post	Strongly disagree to strongly agree
		I can access culturally appropriate and knowledgeable resources such as Elders, speakers, or traditional people who will listen to me and help me solve my problems.	Survey or Interview	Pre and Post	Never, Seldom, Often, Always

c	c) Participants report that they feel safe (physically, emotionally, financially) with people in their lives.	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)	Survey or Interview	Pre and Post	Not at all safe, Not very safe, Somewhat safe, Quite safe, Very safe
		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)	Survey or Interview	Post	Less safe, No change, More safe
		When you think of the people who matter to you the most in your life: - What, if anything, makes you feel physically safe with them? (For example, trust that they will not physically hurt you) - How is that similar to, or different from, when you started [program]?	Survey or Interview	Post	
		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.)	Survey or Interview	Pre and Post	Not at all safe, Not very safe, Somewhat safe, Quite safe, Very safe
		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.)	Survey or Interview	Post	Less safe, No change, More safe
		When you think of the people who matter to you the most in your life: - 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.) - How is that similar to, or different from, when you started [program]?	Survey or Interview	Post	
		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.)	Survey or Interview	Pre and Post	Not at all safe, Not very safe, Somewhat safe, Quite safe, Very safe
		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.)	Survey or Interview	Post	Less safe, No change, More safe
		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.) - How is that similar to, or different from, when you started [program]?	Survey or Interview	Post	
d	Participants report feeling heard/understood/respected by program staff, volunteers and/or participants.	*Create a table of statements related to feeling heard/understand/respected and needs being met that you program is trying to ensure, then ask the participant:* 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	Survey or Interview (with someone outside of the regular program staff)	Post or During	
		How do staff respond when you bring issues or concerns to them?	Survey or Interview (with someone outside of the regular program staff)	Post or During	Strongly disagree to strongly agree
		How much do you agree or disagree with the following statement: I receive support from [program] volunteers when I need it.	Survey or Interview (with someone outside of the regular program staff)	Post or During	Strongly disagree to strongly agree
		How much do you agree or disagree with the following statement: I receive support from other participants when I need it.	Survey or Interview	Post or During	Strongly disagree to strongly agree
		Would you recommend this program to a friend or relative? (*Follow up: If yes or maybe, why would/might you recommend the program?*)	Survey or Interview	Post or During	Yes, Maybe, No

Examples of statements related to feeling heard/understood/respected/needs met

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