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

**Children and Youth**

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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.

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| C | C. Participants increase their network of social support *(Adult support, Children*  *& youth, Family support, Disability*  *support, FASD, Home visitation,*  *Prevention of family violence and bullying, Seniors)* | a) Participants report that they have one or more new people that they turn to for help (may include program staff, other program participants as well as others in the community [[1]](#footnote-2) - these others could be neighbours, coaches/other leaders) | **NOTE:** Based on feedback from agencies, the questions below are organized by age group.  **NOTE:** 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.  ***School Age Children Question***  **(Survey or interview with child):**  **(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)**  \_\_ 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 [*put in staff names or correct program name*]  \_\_My teacher  \_\_My new friends  **(a.2) Are these the same people who helped you with this stuff before you came to [program], or are they different people?**  **NOTE:** Code responses by sources of help.  **NOTE:** 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.  ***School Age Children Question***  **(Survey or interview with parent):**  **(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)**  \_\_No one  \_\_Parents  \_\_Other adults who are close to your child (grandparent, aunt, uncle, good friend of mom/dad)  \_\_ Brother(s)/sister(s)  \_\_Program staff *[put in staff names or correct program name*]  \_\_Teacher  \_\_New friends  **(a.4) Are these the same people who helped your child before you came to [program], or are they different people?**  **NOTE:**  Code responses by sources of help.  ***Adolescent Questions***  **NOTE:**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.  **Low-risk youth**  **(Survey of interview with youth):**  **(a.5) Since coming to [program/youth centre], do you get:**  \_\_More help from other people  \_\_The same help from other people  \_\_Less help from other people  **High-risk/vulnerable youth** (e.g., homeless/precarious housing, addictions, child abuse)  **NOTE:** 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).  **(a.6) Do you know people who will help you if you need it?**  \_\_Yes \_\_No  **(a.7) Has this changed since [program/outreach]?**  \_\_Yes \_\_No  ***Adult Questions***  **NOTE:** 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.  **(Survey of interview with participant):**  **(a.8) Since you started this program, have you met any new people that you could turn to for help if needed?**  \_\_ Yes \_\_\_ No  **(IF YES): Please answer the following questions:**  **(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.)**  \_\_ program staff  **(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.)**  \_\_ other program participants  **(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.)**  \_\_\_ volunteers  **(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)?[[2]](#footnote-3) (If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ people in the neighbourhood  **(Open ended elaboration or alternative):**  **(a.13) Since you started this program, how (if at all) has your network of helpful (supportive) people changed?**  ***Prompts****: (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?  **(Creative methods alternative to Question a.6, using photovoice):**  **(a.14)** **Ask participants to take pictures (with cell phones or disposable cameras) of the settings/activities where they 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.**  (Use ***prompts*** as above, as needed.)  **NOTE:** 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. |
|  |  | b) Participants report making new social connections with peers in the program or in the broader community (through the program) | **NOTE:** 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.  ***School Age Children Question***  **(Survey or interview with child):**  **(b.1) How many new kids your age have you met in [program],**  \_\_None  \_\_1  \_\_2  \_\_More than 3  ***Adolescent Question***  **NOTE:** 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.  **(b.2) How many new young people have you met in [program/youth centre], that you really like?**  \_\_None  \_\_1  \_\_2  \_\_More than 3  ***Adult Questions***  **NOTE:** 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.  **(Survey or interview with participant):**  **(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.)**  \_\_\_ participants (peers) in the program  **(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.)**  \_\_\_ people in the community |
|  |  | 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) | **NOTE:** Please read the note that precedes b.1, as it applies here as well.  ***School Age Children Question***  **(Survey or interview with child):**  **(c.1) How many new friends have you made in [program]?**  \_\_None  \_\_1  \_\_2  \_\_More than 3  (Open-ended elaboration, if participants report new friends above):  (c.2) How come you made friends with the kids in [program]?  *Prompts:* How often do you see each other?  Where and when do you see each other? What do you do together?  **NOTE:** Code responses for reasons children made friends, and ways they interact.  ***Adolescent Question***  **NOTE:** Please read the note that precedes b.2, as it applies here as well.  **(Survey or interview with youth):**  **(c.3) Friends are other young people you know well and trust. How many new friends have you made in [program/youth centre]?**  \_\_None  \_\_1  \_\_2  \_\_More than 3  (Open-ended elaboration, if youth report one or more friends above):  (c.4) How come you made friends with other young people in [program]  *Prompts*: How often do you see each other?  Where and when do you see each other? What do you do together?  **NOTE:** Code responses for reasons children made friends, and ways they interact.  ***Adult Questions***  **NOTE:** Please read the note that precedes b.3, as it applies here as well.  **(Survey or interview with participant):**  **(c.5) How many new friends, if any, have you made through [program]?**  **(If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ friends  **NOTE: Ask following questions if participant has made at least one new friend through the program:**  **(c.6) How many of these new friends do you see on your own time, outside of [program]?**  **(If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ friends  **(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.)**  \_\_\_ people in community  **(Open ended elaboration or alternative):**  **(c.8) Since you started [program], how (if at all) has your network of friends changed?**  ***Prompts*** *(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?  **(Creative methods alternative to c.8 using photo voice):**  **(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.**  (Use ***prompts*** as above, as needed)  **NOTE:** Code responses (for c.8 or c.9) and photos (if used) by types of friends, how they connected (settings, activities), how they interact. |

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| G | G. Children have developmentally appropriate skills (Children & youth, Early childhood, Head Start) | a) Participants demonstrate age/developmentally appropriate skills in the following areas: personal/social skills[[3]](#footnote-4), communication skills, gross motor skills, fine motor skills, appropriate problem solving skills, coping skills | ***Preschool (3-5 years)***  **NOTE:** This indicator is only relevant to preschool children.  **Formal assessment**  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 & 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.  **Less Formal Assessment**  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.[[4]](#footnote-5)  **(Open-ended interview with parent – based on parent observation of child):**  **(a.1) What, if any, changes have you observed in your child’s abilities since s/he started [program]?**  ***Prompts***: personal/social skills, communication skills, gross motor skills, fine motor skills, appropriate problem solving skills, coping skills  **NOTE:** Code responses using developmental domains: social skills, communication skills, gross motor skills, fine motor skills, problem solving skills and coping skills.  **NOTE:** 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 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.  **(Survey or interview with parent, based on parent observation of child):**  **(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.)**  **NOTE:** The skills in brackets are for staff, and should not appear here if participants are answering the question in a survey format.   |  |  |  |  | | --- | --- | --- | --- | | **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) |  |  |  |   **NOTE:** 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.  **(a.3) In your view, how well can your child do each of the following skills, compared to before s/he started [program]?**  **NOTE:** The skills in brackets are for staff, and should not appear here if participants are doing the question in a survey format.   |  |  |  |  | | --- | --- | --- | --- | | **Type of Skill** | **1**  **Not as well** | **2**  **About the same** | **3**  **Better** | | 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) |  |  |  | |
|  |  | b) School-age participants demonstrate school readiness skills (e.g., age-appropriate literacy, numeracy) | **NOTE:** This indicator is only relevant to ***children entering the school system***. 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.)  **NOTE:** 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.  **(Open-ended interview with parent – based on parent observation of child):**  **(b.1) Please tell us about what, if anything, your child learned to at [program] that will help him/her at school?**  **NOTE:** 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.[[5]](#footnote-6)  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(Survey or interview with parent, based on parent observation of child):**  **(b.2)** **In your view, how well can your child do each of the following skills?**[[6]](#footnote-7)   |  |  |  |  | | --- | --- | --- | --- | | **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 |  |  |  |   **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(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]?**   |  |  |  |  | | --- | --- | --- | --- | | **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 |  |  |  | |
|  |  | c) Participants 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)[[7]](#footnote-8) | **NOTE:** *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.  ***School-age Children and Youth (Adolescents)***  **NOTE:** 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.  **(Open-ended interview with child/youth):**  **(c.1) What can you do to be the best person you can be?**  ***Prompts:*** Use definitions from internal developmental assets below (commitment to learning, positive values, social competencies, positive identity)  **(Creative methods alternative to Question c.1, using drawing or photovoice):**  **(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.** (Use ***prompts*** as above, as needed.)  **NOTE:** Code interview responses (for c.1 or c.2) and drawing (if used) by how they reflect the internal developmental assets below.  ***Internal Developmental Assets***  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  **(Open-ended interview with child/youth):**  **(c.3) What things in your school [or neighborhood] help you be the best person you can be?**  ***Prompts:*** Use definitions from external developmental assets below (support, empowerment, boundaries & expectations, constructive use of time)  **(Creative methods alternative to Question c.1, using drawing or photovoice):**  **(c.4)** **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.** (Use ***prompts*** as above, as needed.)  **NOTE:** Code interview responses (for c.3 or c.4) and drawing (if used) by how they reflect the internal developmental assets below.  ***External Developmental Assets***  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  **NOTE:** 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.  **(Survey or interview with child/youth):** (verbal would likely work best with younger children)  **(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).[[8]](#footnote-9)**  **NOTE:** The skills in brackets are for staff, and should not appear here if participants are doing the question in a survey format.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Sentence** | **1**  **Strongly disagree** | **2**  **Disagree** | **3**  **Neither agree nor disagree** | **4**  **Agree** | **5**  **Strongly agree** | | I feel safe at home. (Empowerment) |  |  |  |  |  | | I feel safe at school.  (Empowerment) |  |  |  |  |  | | I follow the school rules. (Boundaries & expectations) |  |  |  |  |  | | Adults in my life care about me. (Support) |  |  |  |  |  | | I follow my parents’ rules. (Boundaries & expectations) |  |  |  |  |  | | I belong to a team or club. (Constructive use of time) |  |  |  |  |  | | I feel good about the kind of person I am (Positive identity) |  |  |  |  |  | | I do my homework. (Commitment to learning) |  |  |  |  |  | | I do my best to help others when they are in need. (Positive values) |  |  |  |  |  | | I don’t do drugs or alcohol.  (Social competencies) |  |  |  |  |  |   **NOTE:** Question c.6 below is a simpler alternative for AFTER the program, but provides less information than Question c.5. 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.  **(c.6) 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)**   |  |  |  |  | | --- | --- | --- | --- | | **Sentence** | **1**  **Less** | **2**  **About the Same** | **3**  **More** | | I feel safe at home. (Empowerment) |  |  |  | | I feel safe at school.  (Empowerment) |  |  |  | | I follow the school rules. (Boundaries & expectations) |  |  |  | | Adults in my life care about me. (Support) |  |  |  | | I follow my parents’ rules. (Boundaries & expectations) |  |  |  | | I belong to a team or club. (Constructive use of time) |  |  |  | | I feel good about the kind of person I am (Positive identity) |  |  |  | | I do my homework. (Commitment to learning) |  |  |  | | I do my best to help others when they are in need. (Positive values) |  |  |  | | I don’t do drugs or alcohol.  (Social competencies) |  |  |  |   **NOTE:** For the following question, it would be ideal to have both a BEFORE and AFTER response to capture child/youth development with regard to the internal developmental assets (see list under Question c.2). However, if it is not feasible to gather response for both BEFORE and AFTER, ask AFTER only - recognizing the limitations of this, as explained in the note preceding c.6. (If feasible, you may also decide to ask this question at some other earlier point, partway through the program.)  **(Open-ended interview with child/youth):**  **(c.7) Please tell us 3 things you’re good at:**  1.  2.  3.  **NOTE:** 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 ***prompt*** for further elaboration, use the internal asset categories under c.2.  **NOTE:** Code responses by internal developmental asset categories (under c.2).  **NOTE:** Please read the note that precedes c.7 as it applies here as well.  **(Open-ended interview with child/youth):**  (**c.8) What helps you to be good at those things?**  ***Prompts:*** Use external asset development categories (under c.4)  **NOTE:** Responses would be coded by external developmental asset categories (under c.4).  **NOTE:** Question below would be asked retrospectively (AFTER program), for youth who are hard to contact -– e.g., high-risk/vulnerable youth).  **(Text message or interview question with youth):** (method will depend on access to the youth and time they are willing to spend)  **(Open-ended interview with child/youth):**  **(c.9) Have you learned anything new from [program/outreach]?** \_\_\_ Yes \_\_\_ No  (IF YES): **Tell us about it.**  ***Prompts*** (if opportunity to interview):What did you learn about yourself? What did you learn about the people in your life?  **NOTE:** Code responses by internal developmental asset categories (under c.2) and/or external developmental asset categories (under c.4).  **(Staff observation): -** Have checklist for the following group dynamics):  **(c.10) What changes, if any, have you observed in the members of [youth group/program]?[[9]](#footnote-10)**  \_\_ 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)  ***Additional questions to gather parental perceptions of child/youth development with regard to the assets:***  ***School-age Children***  **NOTE:** 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.  **(Open-ended interview with parent – based on parent observation of child):**  **(c.11) What, if any, changes have you observed in your child’s behaviours since s/he started [program]?**  ***Prompts***: 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 & expectations, constructive use of time).  **NOTE:** Code responses using internal developmental asset domains under c.2.  **NOTE:** Please read the note that precedes c.5, as it applies here as well – but to parents rather than children/youth.  **(Survey or interview with parent, based on parent observation of the child and/or any feedback to parent from teachers or principal):**  **(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.)[[10]](#footnote-11)**  **NOTE:** The skills in brackets are for staff, and should not appear here if participants are doing the question in a survey format.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Type of Behaviour** | **1**  **Not at all well** | **2**  **Somewhat well** | **3**  **Very well** | **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 |  |  |  |  |   **NOTE:** For ‘Other – please tell us more’, code responses by the internal developmental assets (under c.2) that are reflected by the behaviours mentioned.  **NOTE:** Please read the note that precedes c.6, as it applies here as well – but to parents rather than children/youth.  **(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.)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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 |  |  |  |  |   ***School-age Children and Youth (Adolescents)***  **NOTE:** Please read the note that precedes c.7, as it applies here as well – but to both internal and external assets in this case.  **(Open-ended elaboration or alternative):**  **(c.14) What, if any, changes have you noticed in your child /youth *at home* since (s)he started [program]?**  **(c.15) What, if any, changes have you noticed in your child/youth *at school* since (s)he started [program]?**  **(c.16) What, if any, changes have you noticed in your child/youth *in your community* since (s)he started [insert]?**  **(c.17) What, if anything, has helped your child to make the changes that you just described?**  ***Prompts:***  Use internal and/or external developmental asset development categories (under Question c.2 & c.4, respectively).  **NOTE:** Code responses by internal and/or external developmental asset development categories (under Question c.2 & c.4, respectively). |

1. From Canadian Association of Family Resource Programs (FRP) –corresponds to their outcome/benefit area **‘Increased social or peer network; reduced isolation’.** [↑](#footnote-ref-2)
2. 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>. Adapted to connect the question to the program. [↑](#footnote-ref-3)
3. 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. [↑](#footnote-ref-4)
4. Family Services of Central Alberta, available at:<http://www.fsca.ca/?page_id=214> ,accessed 23 July 2013 [↑](#footnote-ref-5)
5. Brigance Readiness Activities; Available at: <http://www.curriculumassociates.com/products/detail.aspx?title=BrigReady#ordernow> [↑](#footnote-ref-6)
6. Brigance Readiness Activities; Available at: <http://www.curriculumassociates.com/products/detail.aspx?title=BrigReady#ordernow> [↑](#footnote-ref-7)
7. 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. [↑](#footnote-ref-8)
8. 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> [↑](#footnote-ref-9)
9. 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 [↑](#footnote-ref-10)
10. Behaviours reflect internal developmental assets. The items generally align (conceptually) with the internal asset of social competencies (except for the last one, which reflects commitment to learning). More formal measurement of the assets would require purchasing specific tools from the SEARCH Institute (2011). Developmental assets. <http://www.search-institute.org/developmental-asset>s [↑](#footnote-ref-11)