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

**Community Development**

Submitted by Tammy Horne, WellQuest Consulting Ltd., in collaboration with Sharlene Wolbeck Minke and Birgitta Larsson

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| B | B. Participants have the skills needed to address identified issues *(Adult support, Disability support, Home visitation, Community development, Prevention of family violence and bullying)* | 1. Participants report being able to cope with day-to-day stress | **NOTE:** The following question could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able realistic about their ability to cope), you may wish to ask them to do two ratings AFTER. In this case, you could use the question above at the end of the program (AFTER measure), then ask them to answer it again while thinking about their experience with this person BEFORE they started coming to the program. It is best to ask them to do the BEFORE rating without them being able to see their AFTER rating, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response. For example, if you are asking questions for several of the indicators that go with Outcome B on skills to address identified issues, you could ask each AFTER question, then go back and ask the BEFORE ratings.  **(Survey or interview with participant):**  **(a.1) In general, how is your ability to handle day-to-day stress in your life? For example, stress you feel with work, family and/or volunteer responsibilities.[[1]](#footnote-2)**  **Would you say your ability is...?**  1 Excellent  2 Very good  3 Good  4 Fair  5 Poor  **NOTE:** Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.  **(a.2) Overall, how is your ability to handle day-to-day stress in your life, compared to when you started [program]? For example, stress you feel with work, family and/or volunteer responsibilities.**  **Would you say your ability is...?**  1 Better  2 About the same  3 Worse  **NOTE:** Open-ended questions could be asked BEFORE and AFTER, or AFTER only (2nd point under a.3 would then be asked). You may also decide to ask a.3 partway through the program, if that would be useful and feasible).  **(Open-ended elaboration or alternative):**  **(a.3) What, if anything, do you do to handle day-to-day stress in your life? For example, stress you feel with work, family and/or volunteer responsibilities?**  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code responses by strategies participants use to handle stress – and note differences in how participants describe their experiences before and after program. |
|  |  | b) Participants report an increased capacity to solve day-to-day problems and challenges (problem-solving skills) | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(b.1) In general, how is your ability to solve day-to-day problems and challenges in your life? For example, solving problems and challenges that come up in your work, family and/or volunteer responsibilities? [[2]](#footnote-3)**  **Would you say your ability is...?**  1 Excellent  2 Very good  3 Good  4 Fair  5 Poor  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(b.2) Overall, how is your ability to solve day-to-day problems and challenges in your life, compared to when you started [program]? For example, solving problems and challenges that come up in your work, family and/or volunteer responsibilities?**  **Would you say your ability is...?**  1 Better  2 About the same  3 Worse  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(b.3) What are some things you do to solve day-to-day problems and challenges in your life. For example, solving problems that come up with work, family and/or volunteer responsibilities?**  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code responses by strategies participants use to handle day-to-day problems and challenges – and note differences in how participants describe their experiences before and after program.. |
|  |  | c) Participants demonstrate or report skills in one or more of the following areas:[[3]](#footnote-4)  - money management/financial (e.g., budgeting, banking)  - self-care (e.g. strategies they can use to cope with stress, stay safe)  - community involvement/socialization (e.g., engagement in events, activities, or groups within their community)  - self-advocacy (e.g., following through with accessing resources/referral)  - interpersonal/ relationship (e.g., communication, assertiveness, conflict resolution)  - parenting (e.g., giving positive feedback to child(ren), communicating/ modeling positive alternatives to negative child behaviours)  - literacy skills (e.g., reading, writing)  - refusal skills (e.g., communicating refusal to take part in crime, gang involvement, substance use)  - engaging in positive alternatives to negative (risky) behaviours  - employment/career related (e.g., work readiness, business skills, continuing education)  - leadership (e.g., planning or organizing actions, communicating in ways that inspire others’ positive actions in family or community) | **NOTE:** The chart below is intended to be used with each participant BEFORE and AFTER the program. BEFORE the program, staff would discuss each skill that applies to the participant and your program. The BEFORE ratings would be used to set goals for the skills the participant will work to improve (determined jointly by participant and staff). So only the skills that are the focus of improvement would be assessed AFTER the program.  **(Interview with participant -** Instructions below are meant to inform the staff person filling out the form; not to be read to participants)  **(c.1) The following chart contains several categories of skills that may be applicable to this participant. Within each category are examples of what that skill could look like. (The skill is not limited to only these examples). If a skill category is not applicable, please check N/A in the far right column. (For example, employment skills would not be applicable to participants who are not able to work.)**  **If there are other relevant skill categories that are not mentioned, please add them by using the ‘other’ category at the end of this chart.**  **In order to accurately complete the chart below, please involve the participant, and others who know the participant’s present skills well (other staff, family members), as appropriate. You will be most likely to use a combination of observation and conversation when filling out the chart.**  **For each applicable skill, please rate the level (Basic, Intermediate, Advanced) BEFORE the participant started [program]. Use the comments column to elaborate further, if you wish. AFTER [program], please rate the participant again with regard to *skills that they worked on during [program].* (Use far right column to note that skills not addressed – even if deemed applicable at start of program.**   | **Category[[4]](#footnote-5)** | **1**  **Basic** | **2**  **Inter-**  **mediate** | **3**  **Advanced** | **Comments** | **N/A** | **Did not work on these skills in program** | | --- | --- | --- | --- | --- | --- | --- | | Managing money (consider how well person does tasks such as household budgeting, banking, etc) |  |  |  |  |  |  | | Taking care of self (consider how well the person appears to cope with stress, has a plan to stay safe [e.g., at home, street, school - if applicable), etc) |  |  |  |  |  |  | | Getting involved in community –neighbourhood, other “community of interest” (consider how well person participates in events, activities, or groups within the relevant community/communities, etc) |  |  |  |  |  |  | | Advocating for self (e.g., consider how well person follows through with accessing resources in the community, follows up on referrals, etc) |  |  |  |  |  |  | | Engaging in positive Interpersonal relationship behaviours (consider how well person communicates with others, stands up for self, sets boundaries, resolves conflicts, etc) |  |  |  |  |  |  | | Engaging in positive parenting actions (consider how well person gives positive feedback to child[ren], communicates or models positive alternatives to their child[ren] |  |  |  |  |  |  | | Being literate (consider how well person reads, writes, can follow instructions) |  |  |  |  |  |  | | Refusing to participate in risky or unhealthy behaviours (consider how well person communicates, to peers, that s/he does not want to take part in behaviours such as crime, gang involvement, substance use, etc) |  |  |  |  |  |  | | Engaging in positive alternatives to risky or unhealthy behaviours (consider how well person participates in recreational activities, volunteering, etc) |  |  |  |  |  |  | | Preparing for employment/career (consider how well-prepared person is in terms of being ready to work [e.g., has considered fit between own interests/skills and job/career¸, resources s/he needs to have in place to go to work], developing business skills (if relevant), taking continuing education as needed, etc) |  |  |  |  |  |  | | Taking leadership roles (consider how well the person does community-focused tasks like planning actions, organizing actions, encouraging others in their family or community to participate in actions) |  |  |  |  |  |  | | Other – please specific (and add rows to this table as needed |  |  |  |  |  |  |   **NOTE:** The following question can be used AFTER the program, as an overall rating, after you fill out the chart BEFORE and AFTER. Or, if it is not feasible to fill out the chart, this question can be used as a general ‘stand-alone’ question AFTER the program, followed by the open-ended c.3., if desired. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.  **(Direct staff observation, combined with interview with participant):**  **(c.2) Overall, how much progress has the participant made toward their goal(s) for improving skills, since s/he started [program]?** (based on staff observation, with participant/participant input )  1 No progress yet  2 Some progress  3 A lot of progress  **(Open-ended elaboration or alternative – combination of observation and interview as in c.2):**  **(c.3) On which goal(s) has the participant been making the most progress, since starting [program]?**  **- On which goals does s/he need to do a lot more work?**  **NOTE:** Code response by types of goals and types of progress made – and types of goals where work still needed.  **Supplementary questions:** For further elaboration on skill-related goals, further break down c.2 above, for each goal:  **How much progress is the participant/participant making toward (insert the first goal here)? (based on staff observation with participant/participant input)**  1 No progress yet  2 Some progress  3 A lot of progress  (Repeat for additional goals)  Additional question that could follow (assuming that participants have demonstrated some progress). This question does not directly reflect the indicator, but could be useful:  **How are you using the skills you have learned in [program] to your own life?** |
|  |  | d) Participants report having personal characteristics that are likely to help them address their identified issues - e.g., resiliency (ability to ‘bounce back’ from setbacks), optimism (positive outlook for future), positive self-esteem (feeling good about self, seeing own strengths), sense of meaning/purpose - e.g., pertaining to family/friends, broader community, belief systems (e.g., spiritual) | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **NOTE:** The questions in the table below can each stand alone.[[5]](#footnote-6) You can measure whichever characteristics you usually focus on helping participants strengthen (see “Construct name”, left column). Use the “Response format “(right column) that goes with each question in the middle column (“ESS item”). The reverse-coded item for Resilience means that 1=strongly agree and 5=strongly disagree.  **(Survey or interview with participant):**  **(d.1)** (see table on next page)    **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(d.2) When there are issues in your life that are stressful, what strengths do you find ‘inside yourself’ to help you deal with, or get through, these issues.**  **- How is that similar to, or different from, when you started [program]?**  **(Creative methods alternative to d.2 above):**  **(d.3) Ask the participant to tell a story about how they found strengths do you find strengths ‘inside themselves’, to deal with a stressful issue(s).**  **NOTE:** Code responses (for d.2 or d.3) for fit with the personal characteristics (resiliency, optimism, etc.) A template/glossary with fairly simple definition of each type of characteristic would be useful, for consistency). |

|  |  |  |  |
| --- | --- | --- | --- |
| O | O. Participants are involved positively in the community  *(Community development, Disability support)* | a) Participants report or demonstrate becoming more integrated into community activities or groups (e.g., try activities that are new to them, get involved in volunteering for or organizing community activities, become part of a group of people with common interests)[[6]](#footnote-7) | **NOTE:** Community could be the participant’s own neighbourhood. Or, it could be a community made up of people who share similar interests or concerns, even if they are not in the same neighbourhood. Depending on your program, you may want to define community – e.g., if your work is all neighbourhood-focused, you could just use the word ‘neighbourhood’. If your program defines community more broadly, then use ‘community’ or some other word that is appropriate for your focus.  **NOTE:** The following questions could be asked (or observed) at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response.  **NOTE:** The following questions could be asked in a **survey or interview**. In some cases, the staff may decide to use **direct observations** of people’s involvement, if the kinds of activities, events and volunteer opportunities appropriate for participants also involve the staff. **If you use direct observation as a method, you can adapt the questions to 3rd person (e.g., Question a.1 would become “How often does [participant] get involved in community events or activities?” Direct observation is best asked BEFORE and AFTER, to avoid challenges in recalling past observations of the participant.**  **(a.1) How often do you get involved in community events or activities?**[[7]](#footnote-8)  1 Not at all  2 At least once a year  3 At least 3 to 4 times a year  4 At least once a month  5 At least once a week  **a.2) About how many hours per month do you volunteer in your community? Community could be your own neighbourhood. Or it could be a community made up of people who share similar interests or concerns, even if they are not in the same neighbourhood.**  1 I did not do any volunteer work  2 Less than 1 hour a month  3 1 to 4 hours a month  4 5 to 15 hours a month  5 Over 15 hours a month  **NOTE:** Question a.3 and a.4 below is a simpler alternative for AFTER the program, but provides less information than Questions a.1 and a.2. They may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But a.3 and a.4 may be easier to ask quickly. If feasible, you may also decide to ask these questions at some other earlier point, partway through the program.  **(a.3) Compared to when you started [program], how often do you get involved in community events or activities?**  1 Less often  2 About the same  3 More often  **(a.4) Compared to when you started [program], about how often do volunteer in your community?**  1 Less often  2 About the same  3 More often  **(Open-ended elaboration or alternative):**  **(a.5) 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?**  **NOTE:** Code responses types of events/activities mentioned.  **Supplementary questions to elaborate on the above:**  **Tell me some ways that you are involved in [events/activities mentioned above]?**  **-What benefits do you get out of being involved in [events/activities mentioned above]?**  **(a.6) Do you volunteer in your community?** \_\_\_ Yes \_\_\_ No  (IF YES):  **What kinds of volunteering do you do in your community?**  **NOTE:** Code responses types of volunteer activities (including tasks, roles)  **Supplementary questions to elaborate on the above:**  **Tell me what is involved in your volunteer role with \_\_\_\_\_\_\_\_\_?**  **-What benefits do you get out of volunteering with \_\_\_\_\_\_\_\_\_?** |
|  |  | b) Participants report that they enjoy spending time in their community | **NOTE:** Please read the first two of the three notes that precedes a.1, as they apply here as well.  **(Survey or interview question)**  **(b.1) How well do each of the following statements reflect how you *feel* about this community? [[8]](#footnote-9) (Please check the column that best reflects how you feel.)**  **(See table on next page)**  **Not at All Somewhat Mostly Completely**    **NOTE:** This question is best asked BEFORE and AFTER the program, to capture change. You may also decide to also use it partway through the program, if that would be useful and feasible.  **(Open-ended elaboration or alternative)**  **(b.2) When you think about spending time in your community, what comes most immediately to mind?**  **NOTE:** Code responses by categories that reflect the items in (b.1) above, along with other feelings about their community (positive or negative). |
|  |  | c) Participants report that they feel a sense of belonging/citizenship in their community | **NOTE:** Please read the first two of the three notes that precedes a.1, as they apply here as well.  **(c.1) How would you describe your sense of belonging to your local community? Would you say it is...?**[[9]](#footnote-10)  1 Very strong  2 Somewhat strong  3 Somewhat weak  4 Very weak  **NOTE:** Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.  **(c.2) Compared to when you started [program], would you say your sense of belonging to your local community is:**  1 Stronger  2 About the same  3 Weaker  **NOTE:** This question is best asked BEFORE and AFTER the program, to capture change. You may also decide to also use it partway through the program, if that would be useful and feasible.  **(Survey or interview question)**  **(c.3) How well do each of the following statements reflect how you *feel* about this community? [[10]](#footnote-11)(Please check the column that best reflects how you feel.)**  **(See table on next page)**  **Not at All Somewhat Mostly Completely**      **(Open-ended elaboration or alternative)**  **(c.3) When you think about your connection to your community, what comes most immediately to mind?**  **NOTE:** Code responses by categories that reflect the items in (c.1) above, along with other feelings about their community (positive or negative). |
|  |  | d) Participants report or demonstrate being involved in groups or activities that support or assist with employment readiness or finding work (as applicable) | **NOTE:** Please read the first two of the three notes that precedes a.1, as they apply here as well.  **NOTE:** The following questions could be asked in a **survey or interview**. In some cases, the staff may decide to use **direct observations** of people’s involvement, if the kinds of activities, events and volunteer opportunities appropriate for participants also involve the staff. **If you use direct observation as a method, you can adapt the questions to 3rd person (e.g., Question d.1 would become “Is [participant] involved in any groups or activities in his/her community could help him/her to find employment within the next six months?”**  **Direct observation is best asked BEFORE and AFTER, to avoid challenges in recalling past observations of the participant.**  **(d.1) Are you involved in any groups or activities in your community that could help find employment within the next six months? (These could be groups or activities that either prepare you for employment or help you find work.)**  \_\_ Yes \_\_No  **IF YES: Please list (tell me about) these community groups and/or activities?**  **NOTE:** Code responses bytypes of groups or activities, and how those pertain to preparing for employment or finding work. |

|  |  |  |  |
| --- | --- | --- | --- |
| S | ***NEW***  S. Participating communities strengthen their capacity to address issues or create opportunities for engagement *(Community development)* | a) Participants identify how their communities (as a whole) are demonstrating progress in one or more of the following domains of community capacity: Participation; Leadership; Community structures; External supports; Asking why; Obtaining resources; Skills, knowledge, and learning; Linking with others; Sense of community[[11]](#footnote-12) | **NOTE:** This question would be discussed by a group of participants who have been working on the community project. Participants need to have ongoing involvement in the project, for at least a few months, in order to provide an informed perspective on the question. That is, they should identify as a group. The group discussion format also could ‘spark’ participants to build on each other’s thoughts. This question can be discussed periodically (e.g., every 6 months or a year) to see how perceptions of capacity change over time.  **(Group meeting of participants)**  **(a.1) In what ways, if any, have the strengths or assets of this community grown since we began working together on this \_\_\_\_\_\_\_ project?**  **NOTE:** Code responses according to how the group discussion content reflects each of the domains of community capacity from the Indicator a (in the column to the left.)  **NOTE:** A more formal option to the above open-ended question is below.    **(a.2) Community Capacity Building Tool (CCBT) from Public Health Agency of Canada [[12]](#footnote-13) – domains shown in the indicator are all taken from that tool.** As with the open-ended question above, (CCBT) is discussed within a group of people who have had ongoing project involvement for at least a few months, and identify as a group. Most questions, for each domain, use response format of: Just started, On the road, Nearly there, We’re there. Though use of the whole tool is recommended, agencies may wish to use particular subscales if some domains are more relevant than others. Do not pull out individual questions to ‘mix and match’, as the questions are only valid within their domain subscales (e.g., all participation questions need to be used as a subscale, etc.) |
|  |  | b) Participants’ communities create opportunities for people to get involved in issues/opportunities of interest to them (e.g., volunteering, special events, leadership development) | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(b.1) What opportunities do you see for members of this community to get involved in various aspects for community life?**  ***(Prompts***: What are some examples of opportunities to participate in community activities? What are some examples of ways that people can make contributions to this community?)  **(Creative methods elaboration on b.1)**  Participants could bring photos or maps to display prior to the group discussion, and refer to these visuals during discussion.  **NOTE:** Code responses and photos/maps (if used) by categories such as special events in community, leadership training and /or mentoring, volunteer opportunities, etc )[[13]](#footnote-14) |

1. Created in a similar structure and format as (b.1) below . [↑](#footnote-ref-2)
2. From CCHS 2011 QSTS-Q3 (slightly adapted for context and format, and to simplify wording to plainer language/less wordy) [↑](#footnote-ref-3)
3. **NOTE:** Observing demonstrated skills would be ideal, but if that is not possible with the types of participants/program context, you may need to rely on self-reported estimates of skill level. [↑](#footnote-ref-4)
4. This chart is adapted from a life skills assessment tool format that is used with youth by Division of Children and Family Services in Washington State. (see <http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf> ), with adaptations to substitute skills for this indicator (including some examples), and broaden the fit to multiple age groups and contexts (though more general instructions).The Washington tool also includes ‘rubrics’ for each of their rating levels (criteria for what is meant by Basic, Intermediate, etc)., for each skill. For consistency of how agencies use this tools, the three COG funders may wish to consider adapting these rubrics for the present tool (as not all the elements in the original rubrics for youth may fit for adults.) [↑](#footnote-ref-5)
5. Huppert and So’s (2011) Flourishing Index contains several items related to this indicator. Index is constructed from single items from various existing surveys – cited in OECD (2013), OECD Guidelines on Measuring Subjective Well-being, OECD Publishing <http://dx.doi.org/10.1787/9789264191655-en> [↑](#footnote-ref-6)
6. Participants in this case refer to those who have indicated or demonstrated past isolation within the community. [↑](#footnote-ref-7)
7. This question and the next one are adapted from the From Calgary FCSS – Social Inclusion- Participation in Neighbourhood measures – in SOCIAL NETWORKS & SOCIAL SUPPORT, SOCIAL CAPITAL tool (Same questions also included in Social Cohesion measure in NEIGHBOOURHOOD CAPACITY tool called measures of ‘Involvement’<http://www.calgary.ca/CSPS/CNS/Pages/FCSS/Outcomes-and-Indicators.aspx> (adapted to make response categories more informative. For example, (a.1) substitutes ‘how often’ for agree-disagree response format, (a.2) is worded so the question itself is more appropriate to the scale (the original question asked ‘on average’, but the scale contains ranked categories with ranges, so average does not apply). Some of the wording changes were done to better fit the intent of this common indicator (e.g., this ‘community’ is used instead of ‘neighbourhood’). NOTE: Some of the Calgary FCSS items appear to be from the Canadian Community Health Survey. [↑](#footnote-ref-8)
8. Sense of Community Index (Chavis et al., 2008) Shared Emotional Connection subscale. **NOTE:** Even though Q20 asks two things at once (i.e., double-barrelled question), it needs to be asked as it because it is part of a subscale that has been validated by research in other communities. [↑](#footnote-ref-9)
9. CCHS 2012 GEN\_Q10 - <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem_Id=50653&Query_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2>. [↑](#footnote-ref-10)
10. Sense of Community Index (Chavis et al., 2008) Membership subscale. **NOTE:** Even though Q20 asks two things at once (i.e., double-barrelled question), it needs to be asked as it because it is part of a subscale that has been validated by research in other communities. [↑](#footnote-ref-11)
11. Domains from Public Health Agency of Canada Community Capacity Building Tool - <http://www.phac-aspc.gc.ca/canada/regions/ab-nwt-tno/documents/CCBT_English_web_000.pdf> [↑](#footnote-ref-12)
12. See <http://www.phac-aspc.gc.ca/canada/regions/ab-nwt-tno/downloads-eng.php>. Other community capacity tools have less clear (and/or more cumbersome) measurement processes than CCBT. CCBT also has strength of qualitative & quantitative mix – and truly is community level (in that people are not just adding up individual scores – they discuss and score each domain collectively. As we know, in addition to the CCBT tool, there is a scoring guide document. [↑](#footnote-ref-13)
13. See Inspiring Communities (New Zealand) – <http://inspiringcommunities.org.nz/tools-resources-inspiring-communities-publications/learning-doing>. Also see[www.iacdglobal.org/publications-and-resources/community-development-tools](http://www.iacdglobal.org/publications-and-resources/community-development-tools)} ; [www.abcdinstitute.org](http://www.abcdinstitute.org); [www.abundantcommunity.com/home/posts/peter\_block/parms/1/post/20130422\_measuring\_and\_evaluating\_community\_initiatives.html](http://www.abundantcommunity.com/home/posts/peter_block/parms/1/post/20130422_measuring_and_evaluating_community_initiatives.html) category possibilities. (These resources include input from community development researchers/facilitators such as John McKnight, Jim Diers, Peter Block. [↑](#footnote-ref-14)