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

**Prevention of Family Violence and Bullying**

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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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| 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 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). |
| 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 turn to for help (may include program staff, other program participants as well as others in the community [[6]](#footnote-7) - 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, an 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)?[[7]](#footnote-8) (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 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],**  \_\_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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| D | D. Participants feel supported.  *(Family support, FASD, Information and referral, Parent Link Centres, Prevention of family violence and bullying)* | a) Participants report having close friends and/or close relatives with whom they can confide/receive advice [[8]](#footnote-9) | **NOTE:** The next question could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they are unsure how to define "close"), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response. For example, if you are asking questions for several of the indicators that go with Outcome D on feeling supported, you could ask each AFTER question, then go back and ask the BEFORE responses.  **(Survey or interview with participant):**  **(a.1) About how many close friends and close relatives do you have, that is, people you can talk to about what is on your mind?**[[9]](#footnote-10)  \_\_\_ close friends \_\_\_ close relatives  **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) 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]?**    1 Fewer close friends/relatives  2 About the same number of close friends/relatives  3 More close friends/relatives  **NOTE:** Please read the note from a.1, as it applies here as well  **(Survey or interview with participant):**  **(a.3) When there is something on your mind, how comfortable are you talking about it with someone who cares about you?[[10]](#footnote-11)**  1 Not at all comfortable  2 Not very comfortable  3 Somewhat comfortable  4 Quite Comfortable  5 Very comfortable  **NOTE:** Please read the note from a.2, as it applies here as well.  **(a.4) How comfortable are you talking about something on your mind, with someone who cares about you, compared to when you started [program]?**  1 Less comfortable  2 No change  3 More comfortable  **NOTE:** Please read the note from a.1, as it applies here as well  **(Survey or interview with participant):**  **(a.5) How comfortable are you with asking for advice from someone who cares about you?**  1 Not at all comfortable  2 Not very comfortable  3 Somewhat comfortable  4 Quite Comfortable  5 Very comfortable  **NOTE:** Please read the note from a.2, as it applies here as well.  **(a.6) How comfortable are you asking for advice from someone who cares about you, compared to when you started [program]?**  1 Less comfortable  2 No change  3 More comfortable  **NOTE:** The question below is retrospective (AFTER). You may also decide to also ask it partway through the program, if that would be useful and feasible.  **(Open ended elaboration or alternative):**  **(a.7) What kinds of support do you have now, compared to when you started [program]?**  ***Prompts*** *(as needed):* People you can talk to? People who can give you advice? How did you meet these people (in program or somewhere else? How often do you talk to them? Where and when do you talk to them? Overall, about how many of these supportive people have you met through this program? |
|  |  | b) Participants report having sources of community (e.g., mentor, church leader, etc) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental) | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(b.1) 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).**  1 Strongly disagree  2 Disagree  3 Neither agree nor disagree  4 Agree  5 Strongly agree  **(b.2) 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).**  1 Strongly disagree  2 Disagree  3 Neither agree nor disagree  4 Agree  5 Strongly agree  **NOTE:** You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply….”  **NOTE:** For questions that refer to programs/services/ resources, use the word (or something similar) that is most  familiar to your participants.  **(b.3) Which kinds of programs/services/resources would you turn to if you needed advice or support? (Please check all that apply, in the shaded box to the right of each type of resource)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Programs/Services/Resources** | **√ if Yes** | **Programs/Services/Resources** | **√ if Yes** | **Programs/Services/Resources** | **√ if Yes** | | Aboriginal services |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  | Citizenship and Immigration |  | | Community social connections (such as coffee groups, community social gathering events, group social outings) |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  | | Emergency services (ambulance, fire, police) |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  | | Financial counselling/money management (such as budgeting, banking) |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  | Functional assessments (such as development, skills, behaviours) |  | | Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  | Income Supports (such as SFI) |  | | Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  | Libraries |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  | | Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  | Places of worship/spiritual support |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  | | Relationship support (such as counseling, healthy decision making) |  | Schools |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  | | Transportation |  | Other (please specify) |  | None of these |  |   **NOTE:** If it is not possible to ask participants about the above supportive programs/services/ resources with reference to both BEFORE and AFTER the program, you could **use the same table and modify the question as follows**. You may need to help participants understand that they are to only check resources that they did not know they could turn to BEFORE. (The questions could also be asked partway through the program, if that would be useful and feasible.)    **(b.4) Which of the following types of resources 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, in the shaded box to the right of each type of resource)**  **NOTE:** Please read the note that precedes a.7, as it applies here as well.  **(Open ended elaboration or alternative):**  **(b.5)** **Where do you turn when you need advice or support, compared to when you started [program]?**  ***Prompts*** (as needed): People? Places? Community resources? Reasons for turning to these sources of support? How did you learn about them? How were these sources helpful?  **NOTE:** Code responses by types of people, places, and community resource that participants mention. |
|  |  | c) Participants report feeling (1) heard/understood and (2) that their needs were met, by program staff, volunteers and/or other participants | **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):**  **(c.1)** **For the next statements, please think back on your time in this program. Please tell us how much you agree or disagree with each statement, by checking the column that best describes your experience.[[11]](#footnote-12)**   | **Statement** | **1**  **Strongly Disagree** | **2**  **Disagree** | **3**  **Neither Agree nor Disagree** | **4**  **Agree** | **5**  **Strongly Agree** | | --- | --- | --- | --- | --- | --- | | I am welcomed into this program |  |  |  |  |  | | I am listened to in this program |  |  |  |  |  | | In this program, my concerns are understood |  |  |  |  |  | | My thoughts about the program are taken seriously |  |  |  |  |  | | I receive information in this program that is useful to me or my family |  |  |  |  |  | | I am encouraged to think about  how the information from this  program applies to me or my  family |  |  |  |  |  |   **(Open ended elaboration or alternative):**  **(c.2)** **How do staff respond when you bring issues or concerns to them?**  **NOTE:** Code response by consistency (vs. not) with statements in the Table in c.1 above.  **(Survey or interview with participant):**  **(c.3) How much do you agree or disagree with the following statement:**  **I receive support from [program] volunteers when I need it.**  1 Strongly disagree  2 Disagree  3 Neither agree nor disagree  4 Agree  5 Strongly agree  0 Not applicable  **NOTE:** Some programs may have volunteers who assist participant; other programs may not.  **(c.4) How much do you agree or disagree with the following statement:**  **I receive support from other participants when I need it.**  1 Strongly disagree  2 Disagree  3 Neither agree nor disagree  4 Agree  5 Strongly agree  0 Not applicable  **NOTE:** It may be appropriate in some types programs for participants to receive support from peers in the program, but not in other types of programs    **Supplementary Questions:** These questions go beyond the indicator, but could be useful for agencies.  **Would you** **recommend this program to a friend or relative**  \_\_ Yes \_\_\_ Maybe \_\_ No  (IF YES OR MAYBE):  **Why would/might you recommend this program?**  (Code for responses that refer to feeling heard or assisted) |

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| N | N. Participants make informed choices about their living situation *(Prevention of family violence and bullying, Seniors)* | 1. Participants report they have information about the options and resources available to them (e.g., types of housing, counselling, safety-related information/support, financial information/support, community involvement, health-related services) | **NOTE:** The following questions could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able to realistically know who they could turn to for help), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their responses. That way, their AFTER response is less likely to influence their BEFORE response.  **NOTE:** You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply….”  **NOTE:** For questions that refer to programs/services/ resources, use the word (or something similar) that is most  familiar to your participants.  **NOTE:** For this question, the usual instruction to “check all that apply” may not give clear results. Participants could skip a response category because they do not know where to turn OR because the category does not apply. The table therefore has Yes and No columns, as well as instructions to consider whether a category applies to them.    **(a.1) Do you know where to turn if you have concerns with:**  **(If the program/service/resource applies to you, and you know where to turn, please check the light gray shaded box. If the resource applies to your situation, but you do not know where to turn, please check the dark gray shaded box. )[[12]](#footnote-13)**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Program/Service/Resource** | **√ if Yes** | **√ if No** | **Program/Service/Resource** | **√ if Yes** | **√ if No** | **Program/Service/Resource** | **√ if Yes** | **√ if No** | | Aboriginal services |  |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  |  | Citizenship and Immigration |  |  | | Community social connections (such as coffee groups, community social gathering events, group social outings) |  |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  |  | | Emergency services (ambulance, fire, police) |  |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  |  | | Financial counselling/money management (such as budgeting, banking) |  |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  |  | Functional assessments (such as development, skills, behaviours) |  |  | | Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  |  | Income Supports (such as SFI) |  |  | | Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  |  | Libraries |  |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  |  | | Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  |  | Places of worship/spiritual support |  |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  |  | | Relationship support (such as counseling, healthy decision making) |  |  | Schools |  |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  |  | | Transportation |  |  | Other (please specify) |  |  | None of these |  |  |   **NOTE:** If it is not possible to ask participants about the above supportive resources with reference to both BEFORE and AFTER the program, you could **use the following table**. You may need to help participants understand that they are to only check resources that they did not know they could turn to BEFORE. (You may also decide to also use it partway through the program, if that would be useful and feasible.)  **(a.2 ) 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, in the shaded box to the right of each type of resource)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Program/Service/Resource** | **√ if Yes** | **Program/Service/Resource** | **√ if Yes** | **Program/Service/Resource** | **√ if Yes** | | Aboriginal services |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  | Citizenship and Immigration |  | | Community social connections (such as coffee groups, community social gathering events, group social outings) |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  | | Emergency services (ambulance, fire, police) |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  | | Financial counselling/money management (such as budgeting, banking) |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  | Functional assessments (such as development, skills, behaviours) |  | | Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  | Income Supports (such as SFI) |  | | Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  | Libraries |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  | | Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  | Places of worship/spiritual support |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  | | Relationship support (such as counseling, healthy decision making) |  | Schools |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  | | Transportation |  | Other (please specify) |  | None of these |  |   **NOTE:** The question below is retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.  **(Open ended elaboration or alternative: )**  **(a.3)** **Where do you turn when you need advice or support, compared to when you started [program]?**  ***Prompts*** (as needed): People? Places? Community resources? Reasons for turning to these sources of support? How did you learn about them? How were these sources helpful?  **NOTE:** Code responses by types of people, places, and community resource participants mention – from table in a.2 plus any other types of resources. |
|  |  | 1. Participants report they have the capacity to decide amongst the options and resources available to them (i.e., understand the information and how it could apply to their situation, feel they have the ‘tools’ to make the right decision). | **NOTE:** The following questions could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able to realistically know their capacity to make decisions), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response.  **How much do you agree or disagree with the following statements:**  **(b.1) I have the information I need to make the decisions that are most important in my life.**  1 strongly disagree  2 disagree  3 neither agree nor disagree  4 agree  5 strongly agree  **(b.2) I find it easy to decide which options are best for my life.**  1 strongly disagree  2 disagree  3 neither agree nor disagree  4 agree  5 strongly agree  **NOTE:** Question b.3 and b.4 below is a simpler alternative for AFTER the program, but provides less information than Questions b.1 and b.2. They may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But b.3 and b.4 may be easier to ask quickly. If feasible, you may also decide to ask these questions at some other earlier point, partway through the program.  **(b.3) Compared to when you started [program], how much information do you have (that you need) to make the decisions that are most important in your life?**  1 Less information  2 About the same amount of information  3 More information  **(b.4) Compared to when you started [program], how easy is it for decide which options are best for my life?**  1 Less easy  2 About the same  3 More easy  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(b.3) When making decisions about your life, what strategies do you use to come to the right decision for you?**  ***Prompts:*** Seeking information on your own, talking to others, looking on-line, going to places that might have information  **NOTE:** Code responses by ways participants seek information. |
|  |  | 1. Participants access the options and resources available to them (e.g., affordable housing, housing that meets accessibility needs, emergency shelters) | **NOTE:** Because the questions in this section are about supports they are likely to learn about once they are in the program, retrospective questions are likely most relevant and feasible. You may also decide to also use it partway through the program, if that would be useful and feasible.  **NOTE:** For questions that refer to programs/services/ resources, use the one word (or something similar) that is most familiar to your participants.  **NOTE:** You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply….” Use the word – programs, services, resources -- that is most familiar to your participants.  **NOTE:** For questions that refer to programs/services/ resources, use the word (or something similar) that is most  familiar to your participants.  **(c.1) What kinds of programs/services/resources have you accessed, if any, to help you make important decisions about your life – that you have never used before starting [program]? (Please check all that apply, in the shaded box to the right of each type of resource.)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Program/Service/Resource** | **√ if Yes** | **Program/Service/Resource** | **√ if Yes** | **Program/Service/Resource** | **√ if Yes** | | Aboriginal services |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  | Citizenship and Immigration |  | | Community social connections (such as coffee groups, community social gathering events, group social outings) |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  | | Emergency services (ambulance, fire, police) |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  | | Financial counselling/money management (such as budgeting, banking) |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  | Functional assessments (such as development, skills, behaviours) |  | | Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  | Income Supports (such as SFI) |  | | Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  | Libraries |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  | | Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  | Places of worship/spiritual support |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  | | Relationship support (such as counseling, healthy decision making) |  | Schools |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  | | Transportation |  | Other (please specify) |  | None of these |  |   **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration):**  **(c.2) Please share examples of specific resources you have used.**  ***Prompts*** (as needed): People? Places? Community resources? How did you use the resources?  **NOTE:** Code responses according to the above categories in c.1 (and any others) – plus ways that people have used the resources.  **Supplementary Questions:** This goes beyond indicator c, but could be an important question about actual benefit of accessing the options/resources – some agencies may wish to ask about this.)  **How (if at all) did you benefit from accessing these resources? (Please share specific examples)** |

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 theserubrics 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. From Canadian Association of Family Resource Programs (FRP) –corresponds to their outcome/benefit area **‘Increased social or peer network; reduced isolation’.** [↑](#footnote-ref-7)
7. 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-8)
8. Statistics Canada, 2012 (Canadian Community Health Survey) – originally from Medical Outcomes Study – with slight adaptation to separate friends and relatives categories, and simplification of the sentence structure to suit participants while still reflecting the indicator. [↑](#footnote-ref-9)
9. From CCHS 2012 [↑](#footnote-ref-10)
10. While this question and the three that follow are less specific to the indicator, some agencies requested the option of not making the question specific to close friends or relatives, but instead to allow participants to self-define people who care about them. The indicator itself may need to be reviewed. [↑](#footnote-ref-11)
11. From the Alberta provincial Parent Link survey, Question 8, with some adaptation for clarification and applicability to programs beyond Parent Link. They are are intended to be asked twice, AFTER the program – to get both the AFTER and BEFORE perspectives. [↑](#footnote-ref-12)
12. Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association [↑](#footnote-ref-13)