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

**Adult Support**

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**PREAMBLE**

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

We have developed a collection of questions that address:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

|  | **Common Outcomes** | **Indicators** | **Tool Questions** |
| --- | --- | --- | --- |
| A  A | **A. Participants have healthy relationships**  *(Adult support)* | 1. Participants report positive interactions with important others[[1]](#footnote-2) | **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 understand what healthy relationships look like), you may wish to ask them to do two ratings AFTER. In this case, you could use the question at the end of the program (AFTER measure), then ask them to answer it again while thinking about their experience with this person BEFORE they started the program. It is best to ask them to do the BEFORE rating without them being able to see their AFTER rating, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response. For example, if you are asking questions for several of the indicators that go with Outcome A on healthy relationships, you could ask each AFTER question, then go back and ask the BEFORE ratings.  **(Survey or interview with participant):**  **(a.1) Think of the people who matter to you the most in your life. Overall, how would you rate the quality of your interactions when you are with these people?**  1 Strongly negative  2 Negative  3 Neither positive nor negative  4 Positive  5 Strongly positive  **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) Think of the people who matter to you the most in your life. Overall, how would you rate the quality of your interactions when you are with these people, compared to when you started [program]?**    1 More negative  2 No change  3 More positive  **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) When you think of the people who matter to you the most in your life:**  **- What kinds of positive experiences, if any, do you have when you connect with these people? (Experiences could be in person or by some other means).**  **- How is that similar to, or different from, when you started [program]?**    **NOTE:** Code responses for ways that positive relationship experiences are described (and negative too, if mentioned) – and note differences in how participants describe their experiences before and after program. |
|  |  | b) Participants report that they feel respected by important others | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(b.1) Think of the people who matter to you the most in your life. Overall, how much do you feel that these people respect you as a person?**  1 They do not respect me at all  2 They do not respect me very much  3 They respect me somewhat  4 They respect me quite a bit  5 They respect me a lot  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(b.2) Think of the people who matter to you the most in your life. Overall, how much do you feel that these people respect you as a person, compared to when you started [program]?**    1 They respect me less  2 No change  3 They respect me more  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(b.3) When you think of the people who matter to you the most in your life:**  **- How, if at all, do these people show their respect for you?**  **- How is that similar to, or different from, when you started [program]?**    **NOTE:** Code responses by ways that people show respect (or not, if mentioned) – and note differences in how participants describe their experiences before and after program. |
|  |  | c) Participants report that they feel comfortable communicating concerns to important others | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(c.1) Think of the people who matter to you the most in your life. Overall, how comfortable are you with sharing your most important concerns with these people?**  1 Not at all comfortable  2 Not very comfortable  3 Somewhat comfortable  4 Quite comfortable  5 Very comfortable  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(c.2) Think of the people who matter to you the most in your life. Overall, how comfortable are you with sharing your most important concerns with these people, compared to when you started [program]?**    1 Less comfortable  2 No change  3 More comfortable  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(c.3) When you think of the people who matter to you the most in your life:**  **- What, if anything, helps you feel comfortable sharing your most important concerns with them?**  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code responses for what makes participants feel comfortable (or not, if mentioned) – and note differences in how participants describe their experiences before and after program. |
|  |  | d) Participants report that they are able to resolve conflicts with important others | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(d.1) How often do you feel you are effective at resolving conflicts in a way that is good for your long-term relationships with people who matter most to you?**[[2]](#footnote-3)  1 Almost Never  2 Occasionally  3 About Half the Time  4 Usually  5 Almost Always  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(d.2) Overall, how often do you feel you are effective at resolving conflicts -- in a way that is good for your long-term relationships with people who matter most to you -- compared to when you started [program]?**  1 Less often  2 No change  3 More often  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(d.3) When you think of the people who matter to you the most in your life:**  **- How, if at all, do you resolve conflicts in a way that builds your long-term relationships with them?**  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code responses for conflict resolution strategies, as well as how participant makes connections (positive or negative) between conflict resolution strategies and relationships – and note differences in how participants describe their experiences before and after program. |
|  |  | e) Participants report that they feel supported/cared for by important others | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(e.1) There are people in your life who really care about you:**[[3]](#footnote-4)  1 Strongly disagree  2 Disagree  3 Neither agree nor disagree  4 Agree  5 Strongly agree  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(e.2) How much do you agree or disagree that there are more people in your life who really care about you, compared to when you started [program]:**[[4]](#footnote-5)  1 Disagree  2 Neither agree nor disagree  3 Agree  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(e.3) When you think of the people who matter to you the most in your life:**  **- What, if anything, makes you feel like they care about you?**  *(****Prompt:*** How do they show you that they care about you?)  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code responses for ways that people show caring (or not, if mentioned) – and note differences in how participants describe their experiences before and after program. |
|  |  | f) Participants report that they feel safe (physically, emotionally, financially) with important others | **NOTE:** There are several questions for (f) because of the different types of safety (physical, emotional, financial) – agency programs may deal with all three, so they can choose which types of safety are relevant for their participants.  **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(See next page)**  **(f.1) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them *physically*? (An example of physical safety could be that you trust them to not physically hurt you)**  1 Not at all safe  2 Not very safe  3 Somewhat safe  4 Quite safe  5 Very safe  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(f.2)Think of the people who matter to you the most in your life. Overall, how safe do** **you feel with them physically, compared to when you started [program]? (An example of physical safety could be that you trust them to not physically hurt you)**    1 Less safe  2 No change  3 More safe  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(f.3) When you think of the people who matter to you the most in your life:**  **- What, if anything, makes you feel physically safe with them? (For example, trust that they will not physically hurt you)**  **- How is that similar to, or different from, when you started [program]?**    **NOTE:** Code responses for what makes participants feel safe (or not, if mentioned) -- and note differences in how participants describe their experiences before and after program.  **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(f.4) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them emotionally? (Examples of emotional safety could be that you trust them not to put you down, make fun of you, or say mean things about you to others.)**  1 Not at all safe  2 Not very safe  3 Somewhat safe  4 Quite safe  5 Very safe  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(f.5) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them emotionally, compared to when you started [program]? (Examples of emotional safety could be that you trust them not to put you down, make fun of you, or say mean things about you to others.)**  1 Less safe  2 No change  3 More safe  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(f.6) When you think of the people who matter to you the most in your life:**  **- What, if anything, makes you feel emotionally safe with them? (For example, trust that they will not put you down, make fun of you, or say mean things about you to others.)**  **- How is that similar to, or different from, when you started [program]?**    **NOTE:** Code responses for what makes participants feel safe (or not, if mentioned) -- and note differences in how participants describe their experiences before and after program.  **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(f.7) Think of the people who matter to you the most in your life. Overall, how safe do you feel with them financially? (An example of financial safety could be that you trust them not to try to access your money or other assets for their own gain.)**  1 Not at all safe  2 Not very safe  3 Somewhat safe  4 Quite safe  5 Very safe  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(f.8) Think of the people who matter to you the most in your life. Overall, how safe** **you feel with them financially, compared to when you started [program]? (An example of financial safety could be that you trust them not to try to access your money or other assets for their own gain.)**  1 Less safe  2 No change  3 More safe  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(f.9) When you think of the people who matter to you the most in your life:**  **- What, if anything, makes you feel financially safe with them? (For example, trust that they will not try to access your money or other assets for their own gain.)**  **- How is that similar to, or different from, when you started [program]?**    **NOTE:** Code responses for what makes participants feel safe (or not, if mentioned) – and note differences in how participants describe their experiences before and after program. |
|  |  | g) Participants report that they are satisfied with their relationships with important others | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(g.1) How satisfied are you with your relationships with family members?**[[5]](#footnote-6)  1 Very satisfied  2 Satisfied  3 Neither satisfied nor dissatisfied  4 Dissatisfied  5 Very dissatisfied  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(g.2) Overall, how satisfied are you with your relationships with family members, compared to when you started [program]?**  1 Less satisfied  2 No change  3 More satisfied  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(g.3) What, if anything, is satisfying about with your relationships with family members?**  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code response by what participants say is satisfying about the relationships – and note differences in how participants describe their experiences before and after program.  **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(g.4) How satisfied are you with your relationships with friends?**[[6]](#footnote-7)  1 Very satisfied  2 Satisfied  3 Neither satisfied nor dissatisfied  4 Dissatisfied  5 Very dissatisfied  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(g.5) Overall, how satisfied are you with your relationships with friends, compared to when you started [program]?**  1 Less satisfied  2 No change  3 More satisfied  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(g.6) What, if anything, is satisfying about with your relationships with friends?**  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code response by what participants say is satisfying about the relationships – and note differences in how participants describe their experiences before and after program. |
| 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.)[[7]](#footnote-8)**  **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? [[8]](#footnote-9)**  **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:[[9]](#footnote-10)  - 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). 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.)**  **(See table on next page)**   | **Category[[10]](#footnote-11)** | **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.[[11]](#footnote-12) 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 the following table)    **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 ‘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 they turn to for help (may include program staff, other program participants as well as others in the community [[12]](#footnote-13) - these others could be neighbours, coaches/other leaders) | **NOTE:** Based on feedback from agencies, the questions below are organized by age group.  **NOTE:** You could ask the next question once the child has been coming to the program for a few weeks, and again close to the end of the program (AFTER).  If you are also able to ask the child the question right at the start (BEFORE), which would be ideal, just drop the “now that you’re coming to [program”, and start with “who helps you….”. Then you would not need to ask a.2 below.  ***School Age Children Question***  **(Survey or interview with child):**  **(a.1) Now that you’re coming to [program], who helps you with stuff like homework, problems with friends, or other troubles? (You can pick more than one answer in the list below)**  \_\_ No one  \_\_ My mom/dad  \_\_ Other adults who care about me a lot (grandparent, aunt, uncle, good friend of mom/dad)  \_\_ My brother(s)/sister(s)  \_\_Program staff [*put in staff names or correct program name*]  \_\_My teacher  \_\_My new friends  **(a.2) Are these the same people who helped you with this stuff before you came to [program], or are they different people?**  **NOTE:** Code responses by sources of help.  **NOTE:** You could ask this question once the child has been coming to the program for a few weeks, an 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 they 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 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)?[[13]](#footnote-14) (If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ people in the neighbourhood  **(Open ended elaboration or alternative):**  **(a.13) Since you started this program, how (if at all) has your network of helpful (supportive) people changed?**  ***Prompts****: (as needed, to flesh out details of the support network):* How did you meet these people (through the program, or somewhere else)? How do you interact with them? What role(s) do they play in your life? Overall, about how many helpful (supportive) people have you met through this program?  **(Creative methods alternative to Question a.6, using photovoice):**  **(a.14)** **Ask participants to take pictures (with cell phones or disposable cameras) of the settings/activities where they have met new people, through the program, that they could turn to for help. Then interview participants about the people they met in these settings and the roles they play in participants’ lives.**  (Use ***prompts*** as above, as needed.)  **NOTE:** Code responses (for a.6 or a.7) and photos (if used) by types of people referred to in a.2 through a.5., and any other types of people they have connected with – as well as settings and activities where they made the connections, how they interact. |
|  |  | b) Participants report making new social connections with peers in the program or in the broader community (through the program) | **NOTE:** Because it would not be meaningful to ask these questions in reference to BEFORE and AFTER the program, they are retrospective (AFTER). The questions could also be asked partway through the program, if that would be useful and feasible.  ***School Age Children Question***  **(Survey or interview with child):**  **(b.1) How many new kids your age have you met in [program]?**  \_\_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 adolescents 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. |

1. Spouse/partner, children/teens, other family members, friends, employer, other – ‘important others’ defined as appropriate to program focus [↑](#footnote-ref-2)
2. Single item adapted slightly from McClellan, 1997 – unpublished, evaluated by Henning, (2003). See <http://aut.researchgateway.ac.nz/bitstream/handle/10292/49/HenningM.pdf?sequence=1> [↑](#footnote-ref-3)
3. Single item from Huppert and So’s (2011) Flourishing Index – which is constructed from single items from various existing surveys – cited in OECD (2013), OECD Guidelines on Measuring Subjective Well-being, OECD Publishing <http://dx.doi.org/10.1787/9789264191655-en>. It is adapted to be asked in the third person, to be consistent with the majority of outcomes in this section (Outcome A). [↑](#footnote-ref-4)
4. This question starts with ‘How much do you agree or disagree..’ to mitigate bias in asking a retrospective agree-disagree question about a change. [↑](#footnote-ref-5)
5. SWL\_Q07 - CCHS 2012 (slightly adapted for context and format) - <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem_Id=50653&Query_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2> [↑](#footnote-ref-6)
6. SWL\_Q08 CCHS 2012(slightly adapted for context and format) - <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getInstrumentLink&SurvItem_Id=50653&Query_Id=135927&Query=instance&lang=en&db=imdb&adm=8&dis=2> [↑](#footnote-ref-7)
7. Created in a similar structure and format as (b.1) below . [↑](#footnote-ref-8)
8. From CCHS 2011 QSTS-Q3 (slightly adapted for context and format, and to simplify wording to plainer language/less wordy) [↑](#footnote-ref-9)
9. **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-10)
10. 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-11)
11. 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-12)
12. From Canadian Association of Family Resource Programs (FRP) –corresponds to their outcome/benefit area **‘Increased social or peer network; reduced isolation’.** [↑](#footnote-ref-13)
13. 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-14)